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ABSTRACT

A study was conducted to develop baseline information on special education early intervention programs. A review of the literature revealed the following: the effects of a stimulating or depriving environment appear to be most powerful in the early years of childhood; there is evidence that the effects of early intervention programs for children are strengthened by parental involvement; an intensive external supportive environment may contribute to the development of children with disorganized, nonsupportive families; and quality and motivation of staff are directly related to program success. Information was culled from three sources of data--a questionnaire mailed to all California early intervention programs, the Special Education Pupil Count data for 1979-80 and 1980-81, and Preschool Incentive Grant and Infant Preschool Discretionary Grant applications. Findings regarding infant special education programs include that the typical California infant intervention program serves 26 infants with a home/center approach with Designated Instructional Services staff and operates an average of 10.6 months per year. The two greatest needs cited by infant early interventions were for adequate funding and resources to work more effectively with parents. Among results of survey data on prekindergarten intervention programs were that with the possible exception of regional centers, interagency cooperation requires much greater attention and coordination; that assessment and evaluation tend to rely on staff judgment; and the greatest needs were very similar to those for infant programs. Numerous tables with cost data and population statistics are included. (SW)

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EARLY INTERVENTION

A WORKING PAPER:

BASELINE INFORMATION ON EARLY INTERVENTION PROGRAMS IN THE CALIFORNIA PUBLIC SCHOOLS SYSTEM

Prepared for
Office of Special Education
California State Department of Education
Sacramento, California

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Project Director: Stephanie C. Twomey

July 1981

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Forward

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Disclaimer

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EXECUTIVE SUMMARY

Background Information

Every five minutes a child in the United States is born handicapped (White, 1978). Some of these children suffer from problems related to disorders during pregnancy, others from genetic anomalies, and still others from birth accidents. Many more children subsequently are harmed by errors in early care, infections, head injuries, malnutrition and environmental stresses. The seriously malnourished child is also at risk. Together they make up the more than 5 million public school age children (1 per classroom) who manifest minimal brain dysfunction, hyperactivity, or other serious learning problems.

Although, the State of California has a long and distinguished history of providing special education services to exceptional children, the focus has been on the school-age special education youngster, not the prekindergarten child with exceptional needs. Thus, since infant and prekindergarten programs were not mandated in California and were, in a sense, removed from the mainstream of special education, few data were maintained with which policy makers and local programs could chart progress, compare practices, or make decisions. Consistent summary data come from the annual pupil counts. However, these have considerable limitations as a source of comprehensive or indepth information. Other current data sources are even less satisfactory.

SB 1870 requires that all districts throughout the state adopt master plan status by the 1981-82 school year, which in turn means that all individuals with exceptional needs 3-5 years of age must be served by 1981-82. This has increased the need for an information base on preschool special education programs. At the same time, there is a growing social and professional commitment to early intervention, as it becomes increasingly apparent that early intervention programs have a lasting effect on the growth and development of handicapped children. Out of these circumstances grew the need for this field study.

Review of Related Research

Is there evidence which proves that early intervention programs justify their costs? In fact, there is a considerable body of both developmental and economic data which clearly indicate the desirability of early intervention.

Evidence by handicapping condition is presented in the full report which shows that intervention with older infants and toddlers who have identified needs and who have previously received intervention services benefit from these services. Additional evidence is also given that intervention beginning in the first two years--the years of rapid growth and development--is more effective than that beginning later in the child's life. These services, although initially expensive, have been shown to decrease the cost of special services to the children over time.

Methodology

Developing baseline information on special education early intervention programs involved three principal sources of data: the results of a special questionnaire mailed to all early intervention programs operated throughout the state, excluding Office of Child Development programs; Special Education Pupil Count data for 1979-80 and 1980-81; and Preschool Incentive Grant (PSIG) and Infant Preschool Discretionary Grant (IPDG) applications.

At the same time this study was being conducted, the State Council on Developmental Disabilities, in cooperation with the Maternal and Child Health Branch of the California Department of Health Services, was also conducting a statewide survey of infant programs, particularly those offered by the non-public-school sector, to determine what services are currently available for infants. While the Special Studies project's survey is shorter, simpler, and different from that developed by the Department of Health, there are similarities among a number of items, and it is hoped that these similarities will make it possible to more easily combine both sets of data later into a comprehensive picture of infant handicapped services in California.

A number of questions guided the development of this project. Summary findings are presented in the following pages as partial responses to these questions. Complete responses are contained in the full report. The questions are:

1. Are the numbers of infants and preschool children with exceptional needs enrolled in early intervention programs consistent with what might be expected?

2. What is the range of services provided by early intervention programs?

3. Are there typical staffing patterns for early intervention programs?

4. What are the cost ranges of early intervention programs according to delivery model and type of severity of exceptional need?

5. Are early intervention costs commensurate with those of the special education program?

6. To what extent does early intervention involve coordination of services among various public and private agencies.

7. What is the extent of parent involvement in early intervention programs?

8. What is the extent of integration in early intervention programs?

9. Are there consistent problems related to early intervention programs?

10. Are there consistent field recommendations related to early intervention programs?

Infant Special Education Programs

Cross-referencing a variety of sources, it was found that as of June 1, 1981, there were 68 Districts and County Offices serving 2,206 infants (an average of 26 infants per program at anyone time or 35 annually) with exceptional needs in California. Survey results indicated that there are approximately three programs offered by every two LEAs providing services to infants. Therefore, it is estimated that there are 102 programs operated by 68 LEAs in the state.

The number of infants (2,206) documented on the annual Special Education Pupil Count represents a 50 percent increase over the number served in 1979-80. However, according to Maternal and Child Health Perinatal Statistics, there are an estimated 30,661 infants (or 2.9 percent of the total), ages birth to three years, who require early intervention following discharge from the hospital. Only 5,790 infants are currently served by either the public school system or another service provider. With approximately 24,871 exceptional infants or 81 percent unserved, and given what we now know after 50 years of research and documentation about the importance of intervention at the earliest age possible, exceptional infants in the State of California probably represent the age group in greatest need of special education services.

The availability of infant intervention programs is consistent with the Special Education Pupil Count population in each of five geographical areas: Northern, Mountain, Coastal, Central Valley, and Southern. They also serve urban, semi-urban, and rural populations equally, as well as the four primary handicapping conditions (CH, LH, SH, and PH).

According to survey results, the typical infant intervention program serves 26 infants at any one time with a home/center approach combined with Designated Instructional Services (DIS). The typical program operates an average of 10.6 months per year. Service is provided one time per week in the home and four times per week in the Special Day Class (SDC) or Center. The typical program emphasizes developmental/educational intervention and active parent participation/training. With the possible exception of Regional Centers in some areas of the state, interagency cooperation is an area which requires greater coordination. Assessment and evaluation consist of a variety of techniques, including parental judgment. The Baley Scales of Infant Development, the Denver Developmental Screening Test, and the Brigance Inventory of Basic Skills are the most frequently used assessment instruments.

The typical staffing pattern consists of 7.6 professionals: a full-time special education teacher and a paraprofessional aide; a part-time nurse, speech and language therapist, either a physical therapist (or assistant) or occupational therapist (or assistant), and a social worker/counselor; and less-than-half-time (i.e., 10 hours per week) consultant services from a psychologist, nutritionist, pediatrician, and/or audiologist. On the average, staff divide their time equally among assessment, intervention, and time with parents.

The average program requires $129,461 per operational year (i.e., 10.6 months of service), or $5,948 per child. This compares favorably with the $5,015 or $5,071 cost per child for Master Plan and Non-Master Plan LEAs respectively for special day classes and centers reported to the Legislature by the State Board of Education for 1979-80. Most programs (86%) receive some amount of SB 1870 funding.

Prekindergarten Special Education Programs

As of June 1, 1981, there were 138 Districts and County Offices serving preschool children, 3 to 4-11 years of age, (15 children at any one time or 21 annually) with exceptional needs in California. Survey results indicated that

there were approximately 1.78 programs offered by every LEA providing services to prekindergarten children. Therefore it is estimated that there are 246 programs operated by 138 LEAs in the state.

The number of preschool children (20,064) documented on the annual Special Education Pupil Count represents a 4.6 percent increase over the number served in 1979-80. Since Pupil Count data include children 3 to 5-11 years of age in its preschool category, it was necessary to work within this age range to estimate the number of 3 to 4-11 year olds in the state. Thus, there are an estimated 966,880 children ages 3 to 5-11 years in the state, according to 1980 Census Count figures supplied by the State Department of Finance. If five percent (5%) are exceptional children, then there are 48,344 children in need of Special Education in California. The public schools serve less than half (41.5%) of these. Head Start served 2,282 in 1978-79, the most recent year for which figures are available. Although there is no way to know at the present time how many preschool children are served by other agencies or private schools, it can probably be assumed that 25-50 percent of preschool children with exceptional needs are not served.

The typical staffing pattern of preschool special education programs consists of seven full and part-time professionals: a full-time special education teacher and a paraprofessional aide; a part-time nurse and either a physical therapist (or assistant) or occupational therapist (or assistant). Less than part-time services are provided by a psychologist, speech and language therapist, nutritionist, pediatrician, audiologist, and psychiatric social worker/counselor. On the average, regular full-time and part-time staff spend 50 percent of their time on intervention activities.

The average program requires $88,976 per operational year (i.e., 10.5 months of service), or $5,621 per child. This also compares favorably with the cost per child for special day classes and centers reported to the Legislature by the State Board of Education for 1979-80. Most programs (83%) receive funding through SB 1870 budgets, and twenty-six percent (26%) also receive PL 94-142 funding.

Comparison of Infant and Prekindergarten Special Education Costs by Type of Program and by Handicapping Condition

In order to compare programs, costs per child were calculated for different types of program set-ups and for programs servicing different handicapping conditions. It was found that average costs range from a low of $1,886 per program to a high of $6,716, depending upon delivery of

services. Centers or SDCs with DIS report the largest cost per child, $6,716, followed by Home and Center programs with DIS at $6,050. Home and Center programs report greater costs per unit ($130,194 per program), but serve more than twice as many children as SDC or Center programs. The least expensive program type is DIS only; the next is the Resource Specialist Program (RSP) with DIS.

With respect to handicapping conditions, average costs range from a low of $2,472 per child with non-categorical handicaps to a high of $8,142 per child for severe handicaps. Although the total cost per program is greatest for non-categorical programs, they also serve more children than any other program type, thus lowering the cost per child significantly.

Conclusions

Five decades of research have consistently shown that intervention with exceptional infants and prekindergarten children has been effective in accelerating and maintaining their development. Evidence further indicates that intervention beginning in the first two years--the years of rapid growth and development--is more effective than that beginning later in the child's life. These services, although sometimes initially expensive, decrease the cost of special services to these children over time.

The majority of infant intervention programs are both Home and Center-based with DIS. Another large proportion provides services only in the home. The typical prekindergarten intervention program tends to be SDC or Center-based with DIS. Needs and recommendations originating from the field indicate that prekindergarten programs recommend more home involvement and greater transdisciplinary service than what the data show is currently available. Since costs are basically comparable for infants and prekindergarten intervention programs, one may conclude that the "infant model" is within the economic grasp of prekindergarten programs, but that prekindergarten programs are probably limited by the traditional rigidity of the regular school program.

Infant programs average $5,948, per child; prekindergarten programs $5,621 per child. Recent national data indicate that infant programs should be expected to cost more than preschool programs. Programs range from a low of $1,886 per child for DIS only to a high of $6,716 for a Center or SDC with DIS. The most expensive programs are those which serve children with severe handicaps. Those which serve noncategorical handicaps (i.e., children with a wide variety of handicapping conditions) are least expensive.

Interagency coordination merits some concern. Responses to the Special Studies survey indicate that interagency coordination is more evident in Master Plan programs and that there are important variations in coordination statewide. In general, Regional Centers are the most active interagency cooperators. Efforts should be made toward greater coordination which can result in more effective and efficient delivery of services and greater cost-benefits for those serving handicapped children. In particular, efforts should be made to work more closely with the medical community, since medical professionals are often the first to detect evidence of exceptionality.

More appropriately designed R-30-SEs might help monitor interagency coordination and would certainly allow the State Department of Education to maintain a better data base on infant and prekindergarten special education programs. Currently there is no way to accurately and easily monitor services to prekindergarten children. For one example, three to 4-11 year olds are included in the age category with five year olds. For another, early interventionists have no means to accurately describe their service delivery systems. For example, there is no place on the existing R-30-SE to show a Home-Center combination program with DIS, which is a typical kind of early intervention program. The result of such an inadequate data collection system will be continuing inability to gauge costs accurately and plan accordingly.

Finally, a predominant concern for both infant and prekindergarten programs is funding. Preschool programs are protected by provisions in the law which mandate services to this age group. Infant programs are permissive and therefore vulnerable in times of deep fiscal retrenchment. Both are limited by the fact that special education funding is based on ten percent of the regular K-12 student enrollment. Clearly if districts are to provide quality services to infants and prekindergarten children, it is time to initiate a funding model supportive of such programs.

Availability of Study

Complete information relative to infant/prekindergarten special education programs is contained in the full report entitled "Early Intervention, A Working Paper: Baseline Information on Early Intervention Programs in the California Public Schools System". Those interested in obtaining a copy may write or phone Planning Associates. Copies will be available for the cost of reproduction and mailing. Phone: (209) 383-0820. Write:

Planning Associates
2011 Canal Street, Suite 4
Post Office Box 549
Merced, CA 95341

A check for ten dollars per copy requested must accompany the order. No purchase orders can be accepted.

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SECTION 1. INTRODUCTION

Background Information

Every five minutes a child in the United States is born handicapped (White, 1978). Some of these children suffer from problems related to disorders during pregnancy, others from genetic anomalies, and still others from birth accidents. Many more children subsequently are harmed by errors in early care, infections, head injuries, malnutrition and environmental stresses. The seriously malnourished child is also at risk. Together they make up the more than 5 million public school age children (1 per classroom) who manifest minimal brain dysfunction, hyperactivity, or other serious learning problems.

The President's Committee on Mental Retardation (1968) reported that children from impoverished and homes are 15 times more likely to be diagnosed as retarded than children from middle class homes. Three-quarters of the children labeled mentally retarded can be found in isolated and impoverished urban and rural slums (Reynolds & Birch, 1977). The National Association for Retarded Citizens estimate that approximately 50 percent of these incidents of mental retardation are preventable.

In a 1976 report to the U.S. Office of Education on the benefits of a comprehensive identification effort and follow-up services, the National Advisory Committee on the Handicapped stated that:

> Research has clearly documented that early intervention into the education of handicapped children is of critical importance in enabling such youngsters not only to make greater progress as learners but to become participating members of society (Joiner, 1978).

Parent involvement, the civil rights movement, and several U.S. Supreme Court actions stimulated more service for the handicapped by establishing the Bureau of Education for the Handicapped (BEH) in 1966, and in the passage of Public Law 94-142 in 1975. The Education of All Handicapped Children Act (PL 94-142) mandated that a free and appropriate public education with a variety of accompanying rights be made available to all handicapped children between the ages of 3 and 21 years of age no later than September 1, 1980, unless state attendance laws exempted the 3 to 5 and 18 to 21 age brackets (34 CFR, Section 300.122).

As a result of PL 94-142, the type and range of services offered to prekindergarten children (three to five years old) who have special needs have increased significantly in recent years. These efforts have been supplemented by Head Start, the Handicapped Children's Early Education Program, Developmental Disabilities, the National Institute of Child and Maternal Health, and the Preschool Incentive Grant program of PL 94-142.

The California State Master Plan for Special Education (Assembly Bill 1250) succeeded PL 94-142 by one year. The purposes of AB 1250 and PL 94-142 are virtually the same. Full implementation of the Master Plan was assured by the passage of Senate Bill 1870 during the 1980 legislative session. The California Master Plan (Senate Bill 1870, as amended by Assembly Bill 3075) now mandates service at age three to those exceptional children who require "intensive special education and services" (Education Code 560.01(b)), i.e., "instruction and services without which the preschool individual would experience such limitations for growth as to be unable to function at home or learn basic skills necessary to enter school" (Title 5, 3101(h)). As of fiscal year 1981-82, all school districts will operate under Master Plan, and thus special education will be available to all exceptional preschoolers meeting the above criterion at age three. Services to handicapped infants (birth to two years, eleven months) are permissive (Education Code 56001(c)).

Although the State of California has a long and distinguished history of providing special education services to exceptional children, the focus has been on the regular school-age special education youngster, not the prekindergarten child with exceptional needs.

Reluctance to focus on early childhood special education in California is undoubtedly fostered by the fact that funding for infant/prekindergarten special education programs has been limited. Today, for example, although prekindergarten special education programs (for children ages 3 to 4-9) are required by law as of FY 1981-82, total special education funding is calculated on a maximum of 10 percent of a district's K-12 regular education enrollment. As a result, service for preschool children must be funded from the K-12 funding base. Infant programs, which are permissive, are sometimes funded through a combination of state and federal funds.

The positive effects of early intervention on children with exceptional needs have been documented since the 1930s. Although federal law does not require states or local systems to serve handicapped children from birth to age five, most states have passed laws of their own to address the needs of these children. Thus, services for young children with disabilities vary from state to state.

These variations are due to differences in the availability of programs and funding, the nature of each state's mandate, and the standards and character of teacher certifications. Comparisons with the rest of the United States help put California's efforts on behalf of infant and prekindergarten special education into perspective.

Table 1 on the following page shows the status of early childhood special education state legislation as of May 1980, prior to the passage of S.B. 1870. Mandated and/or permissive age ranges are listed by state. The age spans reported are inclusive. Whereas California mandated programs for 3-5 severe/profound, Michigan, a state similar to California, mandated programs for all children 0-5 years old with exceptional needs.

Table 2 shows the present status of early childhood special education teacher certification in each state. Of the 52 jurisdictions surveyed, 16 states have certification procedures, while 20 (including California) are now developing them.

Many states have written guidelines which are informal documents providing information on how to establish an effective program for young handicapped children. These documents specify the minimum ground rules that local school systems should follow and contain a wealth of very important information, including: descriptions of handicapping conditions to be served; requirements for evaluation testing; components of an IEP; rules for making placements; and rights to appeal for the parent and school. Guidelines are meant to encourage educational practices that provide a good match between the normal and special learning needs of the children served. In addition, there are rules, regulations, and standards which generally describe how a child receives special education and related services in a state. Table 3 lists which states have written guidelines, rules, regulations, and standards for early childhood special education. California has just developed Preschool Guidelines which will be available fall 1981.

Statement of the Problem

Since infant and prekindergarten programs were not mandated in California and were, in a sense, removed from the mainstream of special education, few data were maintained with which policy makers and local programs could chart progress, compare practices, or make decisions. Consistent summary data come from the annual pupil counts. However, as will be shown later, these have considerable limitations as a source of comprehensive or indepth information. Other current data sources are even less satisfactory.

TABLE 1

STATUS OF EARLY CHILDHOOD SPECIAL EDUCATION STATE LEGISLATION AS OF MAY 1980

State	Mandated Ages	Permissive Ages	Comments
Alabama			
Alaska	3-5		Dept. of Health has 0-3 homebound mandate
Arizona		5	
Arkansas		5	
California		0-5	3-5 severe/profound mandate
Colorado	5	0-4	no state reimbursement for permissive
Connecticut	4-5		3-5 hearing impaired mandate, full 3-5 mandate in 9/80
Delaware	4-5		0-3 deaf, hard of hearing; deaf/blind, and blind mandate
Florida		3-5	0-2 deaf/blind, severely physically handicapped and TMH permissive to be served in home or community program
Georgia	5	0-4	
Hawaii		3-5	will assume mandate status by 9/80 under court order
Idaho	6	0-5	permissive kindergarten
Illinois	3-5		
Indiana		3-5	6 months-2 years deaf permissive
Iowa	0-5		
Kansas		5	
Kentucky	6	0-5	
Louisiana	3-5		0-2 severe/profound permissive
Maine		0-5	0-5 speech and hearing impaired
		3-5	3-5 grant sites
Maryland	0-5		takes effect 9/80
Massachusetts	3-5		
Michigan	0-5		
Minnesota	4-5	0-3	
Mississippi		0-5	
Missouri	5	3-4	
Montana		0-5	
Nebraska	0-5		
Nevada			permissive, visually handicapped 0-5; aurally handicapped 0-5; mentally handicapped 3-5; academically talented 4-5
New Hampshire	3-5		
New Jersey	5	3-4	
New Mexico			
New York	5		
North Carolina	5	0-4	includes gifted
North Dakota		3-5	
Ohio	5	3-4	3-4 permissive, low incidence priority
Oklahoma	4-5		0-3 severely handicapped mandated
Oregon		0-5	
Pennsylvania		3-5	permissive by virtue of informal administrative decision of secretary of education, 2-5 permissive: blind, deaf, CP, muscular dystrophy and severely brain injured for placement in state approved schools
Rhode Island	3-5		
South Carolina	4-5	0-5	4-5 hearing impaired mandate, 5 & up for all other handicaps
South Dakota	0-5		0-3 served if need for "lifetime assistance", 3-5 gifted mandate
Tennessee	4-5		3 deaf/hearing impaired mandate
Texas	3-5		0-2 blind, deaf, deaf/blind mandate
Utah	5	0-4	
Vermont		0-5	0-5 permissive, if child is delayed enough in terms of specified months below chronological age
Virginia	2-5		
Washington	5	0-4	0-2 responsibility of developmental disabilities
West Virginia	5	3-4	
Wisconsin	3-5	0-2	
Wyoming		0-5	through division of community programs, developmental/disabilities
Washington, DC	4-5		
Puerto Rico	5		
Virgin Islands		0-5	no legislation, but all deaf-blind 0-5 served; 5 permissive

Source: Services for Young Exceptional Children by Trohanis, Woodward, and Behr. The Exceptional Parent. February 1981.

TABLE 2

STATUS OF EARLY CHILDHOOD SPECIAL EDUCATION TEACHER CERTIFICATION AS OF MAY 1980

State	Yes	No	Developing	Available	Comments
Alabama	•			•	recently revised
Alaska		•			
Arizona		•			
Arkansas		•	•		
California		•	•		certification covers all ages
Colorado	•			•	
Connecticut		•	•		
Delaware	•			•	
Florida		•			will develop
Georgia	•			•	
Hawaii		•			
Idaho		•			Health & welfare has personnel standards
Illinois		•			only training program approval
Indiana		•	•		
Iowa	•			•	
Kansas	•			•	being refined
Kentucky		•			
Louisiana		•	•		recommends kindergarten certification
Maine		•	•		task force
Maryland		•	•		pending approval
Massachusetts	•			•	
Michigan		•	•		
Minnesota		•	•		
Mississippi		•	•		
Missouri	•			•	being revised
Montana		•	•		
Nebraska	•			•	task force review
Nevada		•			
New Hampshire		•			
New Jersey		•	•		both EC and ECSE certification
New Mexico		•	•		
New York		•			
North Carolina		•	•		
North Dakota	•			•	
Ohio		•	•		
Oklahoma		•	•		
Oregon		•			
Pennsylvania	•			•	being revised
Rhode Island		•	•		general Spec. Ed. certification includes ECSE
South Carolina		•			
South Dakota		•			
Tennessee		•			
Texas	•			•	recommendations for changes made
Utah		•			
Vermont	•			•	
Virginia	•			•	review in '80
Washington		•	•		developed, not phased in
West Virginia		•	•		
Wisconsin	•			•	
Wyoming	•				being revised
Washington, DC		•			
Puerto Rico		•	•		
Virgin Islands		•			accepts other states' certification

Source: Services for Young Exceptional Children by Trohanis, Woodward, and Behr. The Exceptional Parent. February 1981.

TABLE 3

STATUS OF EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM
GUIDELINES AND STANDARDS AS OF MAY 1980

State	Guidelines Yes	Guidelines No	Rules/Regs/ Standards Yes	Rules/Regs/ Standards No	Developing Guides	Developing Regs	Available Guides	Available Regs
Alabama	•		•		•	•	•	•
Alaska		•	•		•			•
Arizona		•		•	•			
Arkansas		•	•					•
California	•		•					
Colorado	•		•				•	•
Connecticut	•			•		•	•	
Delaware	•		•*					•
Florida		•	•					•
Georgia		•	•*					•
Hawaii	•		•*		•	•	•	•
Idaho	•			•		•		
Illinois	•		•		•	•	•	•
Indiana	•			•	•	•		
Iowa	•		•*				•	•
Kansas	•		•				•	•
Kentucky		•		•				
Louisiana	•		•		•	•	•	•
Maine		•		•	•	•		
Maryland		•	•		•	•		•
Massachusetts		•	•		•			•
Michigan		•	•			•		•
Minnesota	•		•*			•	•	•
Mississippi	•		•			•		
Missouri	•		•			•	•	•
Montana		•	•*		•			
Nebraska		•	•			•		•
Nevada		•	•*		•			•
New Hampshire		•	•*					•*
New Jersey	•		•			•	•	•
New Mexico		•		•				
New York		•		•	•	•		
North Carolina	•		•*				•	•
North Dakota	•		•				•	•
Ohio		•	•			•		•
Oklahoma	•		•*		•		•	
Oregon		•		•				
Pennsylvania	•			•	•		•	
Rhode Island	•		•					
South Carolina		•		•				
South Dakota	•		•*			•	•	•
Tennessee		•	•		•			
Texas		•	•*		•	•		
Utah	•		•				•	•
Vermont	•		•					•
Virginia	•		•*			•	•	•
Washington	•		•		•	•	•	•
West Virginia	•			•				
Wisconsin	•		•*		•	•	•	•
Wyoming	•		•					
Washington, DC		•		•		•*		
Puerto Rico	•		•*			•		
Virgin Islands		•		•		•		

*Respondent noted that early childhood special education regulations are part of state's overall special education regulations.

Source: Services for Young Exceptional Children by Trohanis, Woodward, and Behr. The Exceptional Parent. February 1981.

For example, in 1980, with a grant from the California State Department of Education, the Western Division of Human Resources Research Organization (HumRRO) based in Alexandria, Virginia, surveyed California for model programs serving handicapped infants and preschool children. The targeted programs included all Joint Dissemination Review Panel (JDRP)-validated Handicapped Children's Early Education Program (HCEEP) projects funded by the U.S. Office of Special Education, formerly known as Bureau of Education for the Handicapped (BEH); all federally-funded Outreach projects; all Master Plan agencies in California; all innovative and Preschool Incentive Grant (PSIG) Programs in California; exemplary Head Start programs serving the handicapped in California and throughout the country; and other model programs in the public and private sectors. Only partial success was achieved in surveying Head Start programs. The result, entitled "Selected Programs Serving Handicapped Infants and Preschool Children: A Compendium of Program Descriptions for California Educators", is intended to provide prospective or current early interventionists "with the detailed program-specific information they need to select the most appropriate early-intervention model for adoption/adaptation, consistent with federal and state law, specific to local needs, and available resources." It does not, however, provide detailed, systemmatic information on the state of the art of special education early intervention programs in California.

SB 1870 requires that all districts throughout the state adopt master plan status by the 1981-82 school year, which in turn means that all individuals with exceptional needs 3-5 years of age must be served by 1981-82. This has increased the need for an information base on preschool special education programs. At the same time, there is a growing social and professional commitment to early intervention as it becomes increasingly apparent that early intervention programs have a lasting effect on the growth and development of handicapped children. Out of these circumstances grew the need for this field study.

Review of Related Research

In affluent times, it would be difficult to deny prekindergarten handicapped children the early intervention programs which parents, educators, and others claim are needed. In less economically viable periods one is likely to hear: "But do they really work? Is there evidence which proves that early intervention programs justify their costs?" In fact, there is a considerable body of both developmental and economic data which clearly indicate the desirability of early intervention.

For the sake of clarity, these will be examined briefly by handicapping condition, and the reader is encouraged to refer to the bibliography for indepth treatment of the material cited and for additional documentation. The majority of material was provided courtesy of Suzanne Ragghianti, Student Intern with the California State Department of Education, Office of Special Education and doctoral candidate in Special Education at the University of Arizona.

Low Birth-Weight

Scarr-Salapatek and Williams (1971) studied the effects of a stimulation program initiated in the intensive care nursery and continued at home on the behavioral development of low birth-weight infants born to mothers of low socio-economic status. The 30 low birth-weight infants born at a large hospital in a one-year period were alternately assigned to experimental and control groups. The control infants received the standard intensive care treatment of nearly total isolation from all stimulation in the isolette. The experimental group received handling, human contact and speech, and patterned visual stimulation from birth. When they left the hospital, mobiles and infant seats were provided to the mothers. Weekly home visits were made by a social worker for the first year. These visits provided parents with age-appropriate toys and a model for appropriate interaction with the infant.

At one week and four weeks both groups were assessed on the Brazelton Motor and Mental Scales. Although assignment to each group was theoretically random, the control group was significantly superior at one week on measures of general health, neurological maturity, and organization of behavior. At four weeks the experimental group members were more alert to sounds, had better grasps, and had gained more weight than the controls.

At one year of age, both groups were given the Cattell Intelligence Test. The range of IQ scores for both groups was from the low 60s to 112, but 21 percent of the experimental group scored below 90 compared to 67 percent of the control group. The average IQ for the experimental groups was 95.3; the average IQ for the control group was 85.7. The authors also noted that mothers who played more with their infants had infants with higher IQs at one year.

Mental Retardation

The effects of early intervention on children were documented as early as the 1930's. The landmark study was conducted by Skeels and Dye (1939) on 13 children, ages 7 to 30 months with an IQ range of 35 to 89, who were transferred

from an orphanage to an institution for the mentally handicapped. There, female residents, acting as surrogate mothers, provided them intense stimulation. A control group of 12 children, ages 11.9 to 21.8 months with an IQ range of 50 to 103, remained at the orphanage.

Two years later, those in the experimental group scored an average gain of 28.5 IQ points, from 64 to 92, and those in the control group scored an average loss of 26.2 IQ points. At the end of the experiment, 11 of the children in the experimental group were legally adopted. After two and one-half years in their adoptive homes, this group's mean IQ went up nine points to 101. However, two children from the experimental group who were not placed in adoptive homes declined in their rate of mental growth. The children in the control group had made slight gains in IQ, but were still considered mentally retarded.

After 21 years, Skeels (1966) located all the children, now adults, and found that the two groups had maintained their differences. All 13 in the experimental group were self-supporting or functioning adequately as housewives; all but two had completed high school, with four having one or more years of college. Their median educational attainment was at the 12th grade level. Of the control groups, one had died in a state institution; one was in a mental hospital; three were in institutions for the mentally retarded; and the rest were employed. Their median education level was below the 3rd grade.

Skeels further compared the two groups in terms of costs expended for institutional and rehabilitative care, and again there is impressive difference as measured in dollars. Skeels revealed that "up to the time of this follow-up study, the 13 children in the experimental group had spent a total of 72 years and 5 months in institutional residence, at a total cost to the state of $30,716.01, whereas the 12 children in the control group had spent a total of 273 years in residence, at a total cost of $138,571.68" (1966, p. 43). Estimates of amount of federal income taxes paid by the two groups for 1963 revealed that for the experimental group, combined income was $62,498 and taxes were approximately $5,485. The control group's combined income was $19,826, with taxes approximated at $2,238. These figures and the previously cited information concerning the Skeels studies provide one example of how early programs of intervention into the lives of children who have already exhibited or have a high risk for exhibiting developmental difficulties are cost-beneficial in the long run.

More recent results are represented by Fredericks (1981) where a total of 151 moderately and severely retarded children, ages 9 to 11 in the State of Oregon, were tested once a year for three years on the Student Progress Record. Sixty-eight of the children had received no preschool training; 35 had one year of preschool; 48 had two years of preschool. Figures 1 through 5 below illustrate the results in five curricular areas.

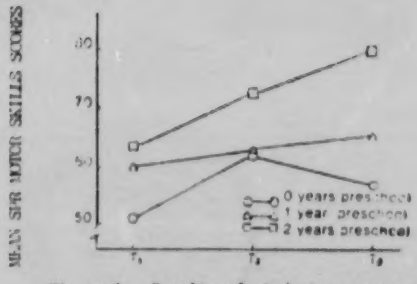


Figure 1. Results of student progress records (SPR) motor skill scores, for 151 moderately and severely retarded children, state of Oregon, 1981

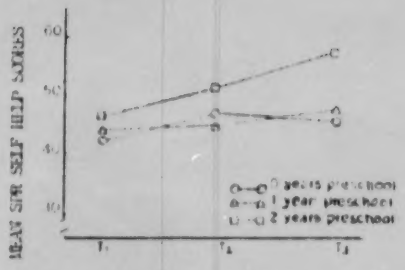


Figure 2. Results of student progress records (SPR), self help scores, for 151 moderately and severely retarded children, state of Oregon, 1981

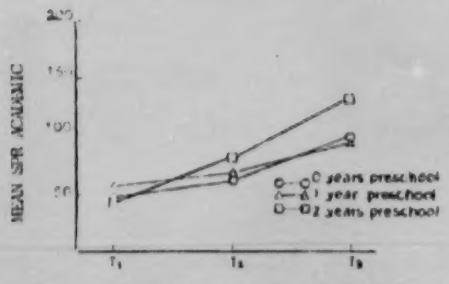


Figure 3. Results of student progress records (SPR), academic, for 151 moderately and severely retarded children, state of Oregon, 1981

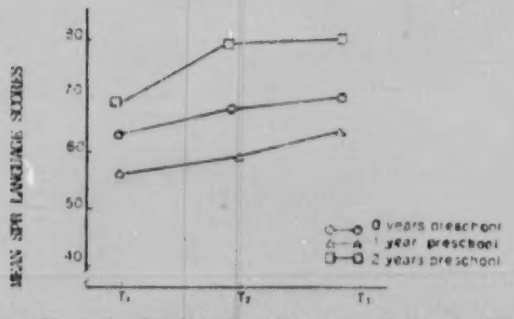


Figure 4. Results of student progress records (SPR), language scores, for 151 moderately and severely retarded children, state of Oregon, 1981

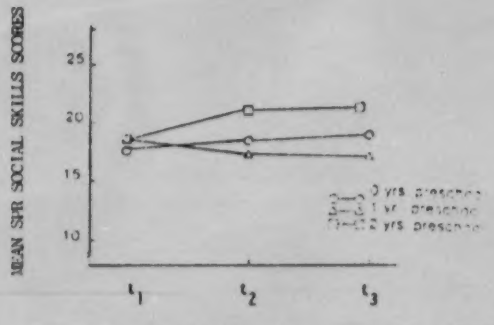


Figure 5. Results of student progress records (SPR), social skills scores, for 151 moderately and severely retarded children, state of Oregon, 1981

Fredericks found no significant differences in socialization scores, but a significant difference in language ($p = .02$), academics ($p = .03$), and motor skills ($p = .03$) between those with two years of preschool and those with no preschool. There were no significant differences between those with one year of preschool and those with no preschool. In the area of self-help there was a significant difference ($p = .01$) between those with two years of preschool and those with one or no years of preschool.

The results of Frederick's study are important for three reasons. The study samples a large number of children. It follows the progress of the children in five developmental areas stressed in preschool for a three-year period, several years after the preschool training. And finally, it assesses the progress of children with different preschool experiences from different geographical areas of the state of Oregon.

Down's Syndrome

The purpose of a study completed by Hanson and Schwarz (1978) on early intervention with Down's Syndrome infants was to "document the longitudinal development of 12 infants in an intervention program and to compare the development with previously established 'norms' for Down's syndrome and normal children" (p. 403). The subjects were six boys and six girls, all diagnosed at birth. The children began the home-based parent training program between four weeks and six months of age. Parents were visited weekly or biweekly by a home trainer who provided daily, step-by-step educational programs for the parent. Length of participation in the program ranged from 15 to 30 months. Results showed that the experimental infants reached developmental milestones slightly later than normal infants but consistently earlier than Down's syndrome infants not involved in an intervention program.

Cerebral Palsy

Some of the earliest intervention programs for young handicapped children were those begun in the 1940s and 1950s for children with cerebral palsy (Denhoff, 1981). Although there seem to be few, if any, studies comparing treatment to non-treatment for young children with cerebral palsy, there is general agreement that the early treatment of cerebral palsy children produces better long-term results than treatment postponed until undesirable motor patterns and habits have been established (Bobath, 1967; Gessell, 1954; Koch, 1958; Minear, 1956; and Thelander, 1955).

The follow-up studies of children with cerebral palsy who received early intervention present slightly different results. Two different studies sought to determine the consistency of diagnosis of the physical handicap, the developmental status at the time of follow-up, and the retrospective comments of the parents regarding the intervention experience.

The first study (Koch, 1958), conducted at the Los Angeles Cerebral Palsy Clinic, followed up 13 children who had attended the clinic from 1949 to 1952. The results five years later indicated that the initial diagnosis was correct in 12 cases, and 7 of the 13 children continued to make good physical progress. For the other six children, the authors were unable to determine the relative impact of nursery school, the follow-up program, and the child's innate limitations. Intelligence was considered to be a major predictor of future physical progress. Parents and staff both felt the nursery school experience had been beneficial.

In another study, 64 children who attended the Cerebral Palsy Prenursery School at U.C.L.A. were followed up approximately four years after leaving the prenursery program (Jones, Waldemer, Toczek, and Barrett, 1962). Initial diagnosis was consistent with reevaluation with few exceptions. Progressive increases in IQ scores from 60 to 70 and 95 to 100 occurred for four of the nine children who had pre- and posttreatment IQ scores. Intelligence did not appear to be a major determinant of developmental progress. Most parents felt the nursery experience had helped them.

Neither study presents conclusive results. Problems arise from the variety and degree of handicapping conditions of the subjects, lack of consistent pre- and postassessment, and varying lengths of treatment.

Blindness

Selma Fraiberg completed a number of longitudinal studies of infants blind since birth (Fraiberg, 1968, 1975, 1977; Fraiberg and Freedman, 1964; Fraiberg, Smith, and Adelson, 1969). Results indicated that a large percentage of such children show severe autistic-like behavior, have no significant human ties, use echolaic (if any) speech, have no definition of body boundaries, persist in motor stereotypes of the head and hands, and have often not achieved mobility (Fraiberg, 1970).

In one study, ten infants totally blind from birth made up the longitudinal intervention study (Fraiberg, Smith, and Adelson, 1969). Of these ten, five would have been considered "at risk", even if they had been sighted, due to such factors as extreme poverty, unemployment, and mental

illness of their families. The role of the home visitor was twofold: to become both an advocate and an interpreter for the infant. By the time treatment started, the parents of the infant were typically "depleted of their own emotional resources, without hope, without expectations, and often without comfort or support" (Fraiberg, 1970, p. 385). As an advocate, the home visitor pointed out the infant's attributes. As an interpreter, s/he sought to demonstrate and explain ways for the parents to communicate with their infant. They worked to promote positive bonds between infants and parents and to help the parents find a dialogue with their infants. The ten blind infants who received home intervention before one year of age all reached the normal human-object relations expected at 18 months of age. Their performance on the Norris Scale placed them in the upper half of a blind child population. All were educable.

Results of previous studies of blind children (Fraiberg, 1968) also revealed that many blind children have "blind hands." I.e., they have never achieved coordinate use of their hands; their hands may, in fact, be kept at their shoulders in the neonatol position. Work with a total of 43 children seen by the intervention team showed that intervention as late as 12 to 24 months can enable the totally blind child to use his/her hands in a functional way (Fraiberg, 1970).

Fraiberg's series of longitudinal studies offer support for the importance of early intervention for the blind child and his/her family.

Hearing-Impairments

The Bill Wilkerson Hearing and Speech Center in Hasville, Tennessee offers programs for hearing-impaired children from birth to six years old. The programs consist of two major components: 1) The Mama Lere Parent Teaching Home for infants and children under 3, and 2) the acoustic preschool for children ages 3 to 6 years of age.

Within these programs, Liff (Horton, 1976) conducted a study on the development of spoken language with three groups of children. The experimental group included six children who had started wearing a hearing aid before age 3 and who had parents who participated in the education program (median age: 2 years, 3 months). A second group closely matched for hearing loss, included five children (median age: 4 years) who had not been fitted for a hearing aid until after age 3, and whose parents had not participated in an intervention program. These children were in self-contained special classes, "their level of language being inadequate

for integration in the regular class". A third group of six normal-hearing children enrolled later in the same public school second grade as the six early intervention children.

It is well known that language competence is a primary component which denotes a child's readiness to enter school, but previous surveys had shown that on the average, partially hearing children tend to lag behind from 0.5 to 2 years educationally, and deaf children are up to four years behind. Horton (1976) reported that a second grade follow-up of the six deaf children who had early interventions in parent-infant programs had almost equal proficiency to 53 normal-hearing second graders on the reading portion of the Metropolitan Achievement Test (e.g., word knowledge, word analysis, reading comprehension, and total scores), but a somewhat lower score for mathematical achievement on the same test.

In conclusion, Horton (1976) stated:

> If hearing impairment is not detected at a very early age, and proper intervention steps taken, its handicapping potential is compounded. Without intervention during the critical period for language acquisition a hearing impaired child will not develop language normally; without normal language function, intellectural and educational growth is retarded. A hearing-impaired child deprived of early detection and intervention is destined to a life of special treatment that will exclude him from the ranks of the normal-hearing, self-sufficient person.

Mixed Handicaps

Hayden, Morris, and Balley (1977) studied two groups of handicapped school-age children. The experimental group was composed of 116 children who had attended the Model Preschool Center at the University of Washington for at least six months during the years 1969 through 1976. The contrast group was composed of 76 handicapped children who had not attended any preschool at any time. The handicapping conditions included: mild and moderate mental retardation, deaf and profoundly hard of hearing, communicatively disabled, behavior disabled, learning disabled, neurologically impaired, autistic, and orthopedically handicapped. Down's syndrome children were excluded from both the contrast and experimental groups.

Data for both groups included a pretest at school entrance, posttests of intelligence and achievement, and class placement information. The results showed that 34 percent of the experimental group were in regular education; these children were keeping pace academically with regular education peers. Twenty-two percent were in special education placements but were functioning as well as the upper 75 percent

of preschool graduates in regular education. The cognitive gains achieved in preschool were maintained in the post-preschool setting. In all achievement areas, the pretests of the experimental group were significantly higher than those of the contrast group. Most posttest scores were also significantly higher. The two variables which most influenced the maintenance of benefits in elementary school were the diagnosed handicapping condition and the rate of cognitive growth during the preschool training period.

The National Handicapped Children's Early Education Program (HCEEP) of the mid 1979s also followed the development of 9,600 biologically impaired children representing a wide diversity and degree of handicapping conditions. All of these children had been enrolled in HCEEP programs. The report cites more accurate diagnosis of handicapping conditions because of early longitudinal observations. The greatest gains were in the area of personal-social skills, the least in motor development. Home-based services had better results. Two-thirds of the children moved into regular school classes where their cognitive and social development were teacher-rated as advanced over children with similar handicapping conditions who had not attended preschool programs. (Stack, Newborg, Wnek, Schenck, Gabel, Spurgeon, and Raoy, 1976.)

Learning Handicaps and Developmental Delays

In the 1960's, university scientists began to ask the question: Were early educational interventions effective for improving subsequent school performance? In response, a variety of programs for low-income children ages three months to five years were provided. Most of the children involved in those programs are in high school today, and the evidence is compelling that early intervention has significant effects on subsequent school performance. Follow-up studies (e.g., Klaus and Gray, 1968; Miller and Dyer, 1975; Palmer and Siegel, 1977; Karnes, Zehrback and Tesha, 1974; Weikart, et al., 1970) showed that children exposed to early intervention are much less likely to fail in school or to be assigned to special education classes. One study (Palmer, 1975) has shown a one year advantage in reading and arithmetic scores by the time the student reaches the fifth grade.

These results were of sufficient national significance to have the Administration of Children, Youth and Families (HEW) commission a cross-study analysis of the data obtained from those investigators. The data consisted of results from 14 longitudinal studies of low-income children who were served under infant and preschool developmental programs prior to 1969. Data were analyzed by an independent group

at Cornell University under the supervision of Dr. Irving Lazar. The analysis confirmed a review of the studies prepared for the President's Commission on Mental Health (Palmer, 1977), specifically:

1. Children who had participated in those programs were significantly less likely to have failed a grade in school by the eighth grade. When compared to the failure rate of control and/or comparison groups, it was estimated that a significant savings had been realized for school systems from that result alone.

2. Children who participated in the studies required special education programs significantly less often than children who had not had such programs. For one study whose children were in grade 12, Gray estimated that children not exposed to the program were 10 times as likely to require special education classes.

3. Children who participated in the program frequently scored higher in intelligence, and performed significantly better in measures of mathematics and reading. The intelligence test gain continued for over a decade in some studies. The Weikart, Palmer, and Gordon studies yielded significant gains in mathematics. Palmer had significant gains in reading, as well (Palmer and Anderson, 1979).

4. Parents of children who participated expressed extremely positive feeling about the programs, both during the program and ten years later as well.

Lazar, Hubbell, Murray, Rosche, and Royce (1978) summarized the findings by stating:

> The findings in this report now leave no reasonable doubt that, in the main, programs which had deliberate cognitive curricula had a significant long-term effect on school performance. The findings are both too conservative in the methods of data analysis from which they emerge and too dramatic in their consistency and size for the main effects they found to be spurious. The demonstration that investments in early education have long-term benefits that are both humane and fiscal cannot help but quell the doubts that have effectively frozen such investments for almost a decade.

The Consortium studies are relevant to the subject of intervention with the handicapped child because the subject children were selected from rural and urban populations known to produce a disproportionate variety of handicaps. Control groups of children, i.e., children who did not experience intervention, developed the predicted amount of

learning disabilities, mental retardation, and other forms of handicap. Children exposed to the early intervention programs did not. Hence, while the studies were not specifically designed as interventions for a handicapped population, the percentage of high risk children in those studies was the same as is expected in the populations from which they came. Similar studies by Weikert (1971), Bronfenbremmer (1974), and Lazar, Hubbell, Murray, Rosche, and Royce (1978) support the Consortium's findings.

Cost-Benefit Information

Is early intervention for handicapped or at-risk children cost effective? Two of the studies cited on previous pages included cost-benefit analyses. The Skeels study (1966) on mental retardation showed that early intervention children had cost the state approximately $31,000, while children who had received no early intervention cost $139,000. Those who received early intervention tended to be productive, wage-earning, tax-paying adults. The same was not true of the others. (See p. 10 of this report.)

Schweinhart (1980) also presented specific data on the cost of operating the Perry Preschool Project in relationship to its benefits. Results indicated that the cost of operating the program (all amounts throughout are expressed in 1979 dollars) was $2,992 per year per child, a total of $5,984 for the two-year program. The benefits were: (1) $668 per child from the mother's released time while the child attended preschool; (2) $3,353 per child saved by the public schools, because children with preschool required fewer years of special education; and (3) $10,798 per child in increased lifetime earnings projected from educational status. These benefits came to a total of $14,819 per child. Measured against the cost of program operation, benefits were almost two and one-half times greater than costs.

The most extensive cost-benefit information has been recently prepared by INTER-ACT, the National Committee for Services to Very Young Children with Special Needs and Their Families (WESTAR, 1981). INTER-ACT was founded in November 1978 by professionals with extensive experience in developing and directing model demonstration programs for very young children with special needs and their families. The membership includes recognized leaders in the field and representatives of both public and private agencies, including university medical centers, public education agencies, community mental health centers, Easter Seal Societies, and Cerebral Palsy Programs.

In considering the cost of early intervention for handicapped or at-risk children and their parents, it is important to recognize that the cost of special services for handicaped students is typically greater than the cost for nonhandicapped students (Figure 6). However, when comparing long term alternative options, INTER-ACT analysis indicates that early intervention is cost effective.

The specific cost model is based on the idea that intervention results in proportional attrition rates from special education into regular education from one educational level to another. The model derives from graduation data collected from programs across the country from several studies (Macy & Carter, 1980; Macy Research Associates, 1978; Stock, et al., 1976) and assumes that those going into regular education will remain there.[1/] The percentage of children who leave special education and go into regular education are, at each level: 12 percent, from birth to two; 55.8 percent, from two to six years; and 33 percent, from six to 18 years of age (Figure 7).

The median national costs (1978 data) of special education per child per year are $2,021 for infants, $2,310 for preschoolers and $4,445 for elementary and secondary students (Figure 6). Thus, the costs of special education and services for handicapped infants and children not only increase at each higher level, but the numbers of infants and children requiring services increase at each level as intervention is postponed. As intervention is postponed in a population, the individuals in that population have lower rates of entering regular education programs (Figure 7).

Figure 8 demonstrates the total special education costs per child given early intervention at birth, early intervention at age two, and other typical special education progressions. The results assume a population of 940 children receiving services at birth, at two years, and at six years of age. Figure 8 illustrates the substantial savings when intervention began at age two and maximum savings when the program was initiated during the first two years of life. Compared with beginning intervention at age six, these preschool programs resulted in a savings from $9,000 to $10,000 per child for the cost of education to age 18.

[1/] The Special Education study conducted by Planning Associates in 1980 (No. 24-B350-80-3293-7100) indicates that this assumption is correct.

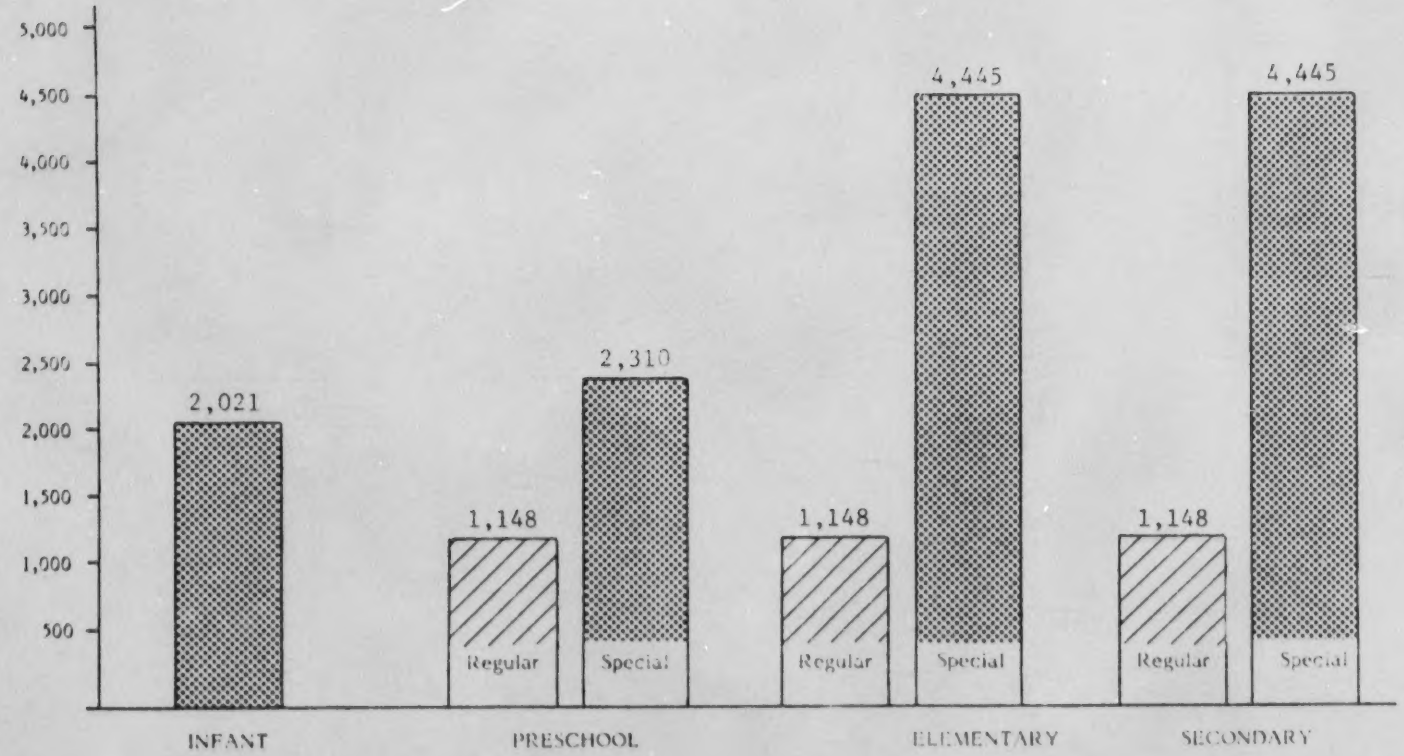


Figure 6. Median national cost of special education, per child per year (12 months) (1978-79 figures)

Regular education

Special education

Source: The National Committee for Services to Very Young Children with Special Needs and Their Families, 1981

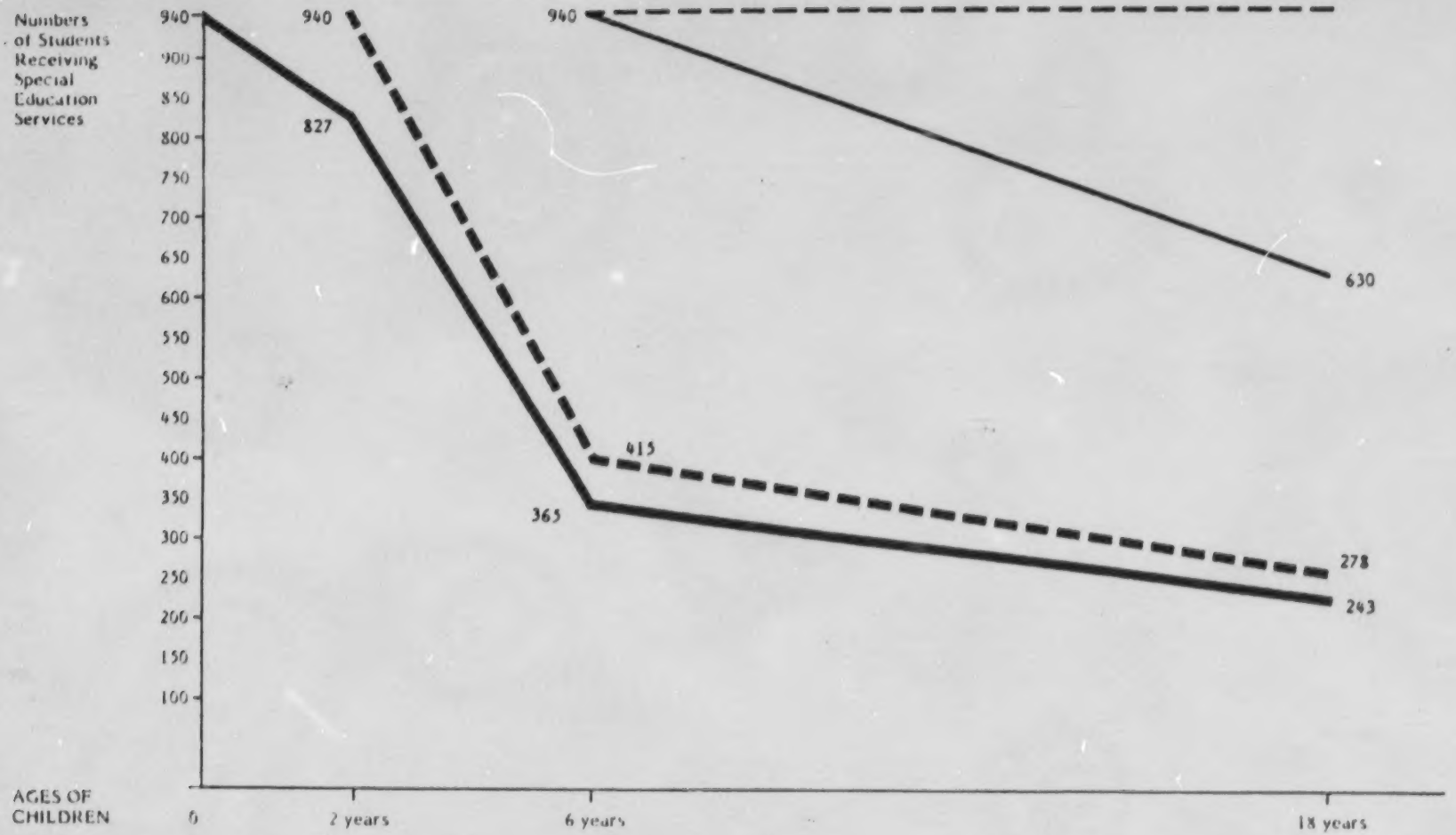


Figure 7. National comparison of costs of special education as intervention is delayed

Source: The National Committee for Services to Very Young Children with Special Needs and Their Families, 1981

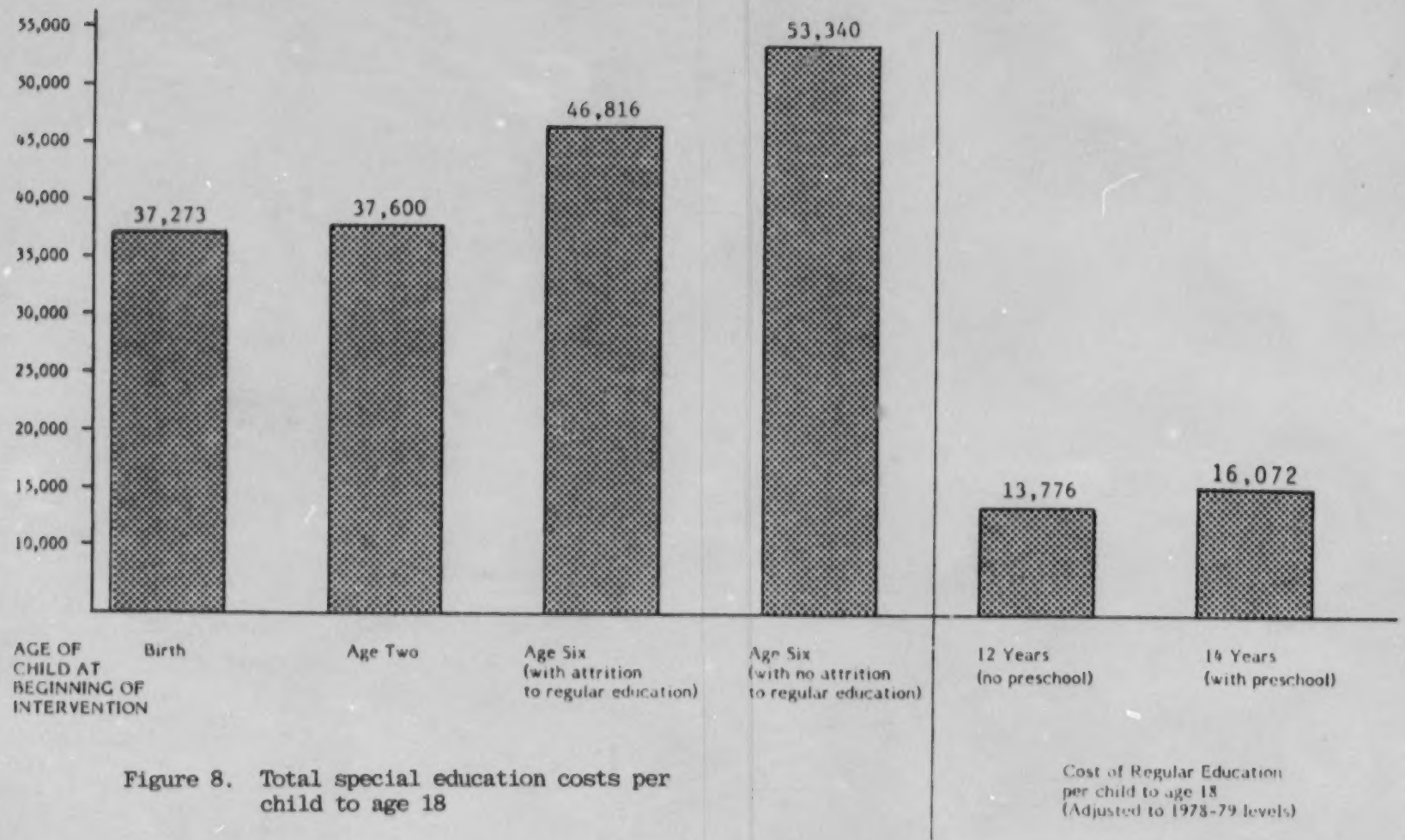


Figure 8. Total special education costs per child to age 18

Source: The National Committee for Services to Very Young Children with Special Needs and Their Families, 1981

Summary

Evidence exists that intervention with older infants and toddlers who have identified needs and who have previously received intervention services benefit from these services. Researchers and interventionists have further collected evidence that intervention beginning in the first two years--the years of rapid growth and development--is more effective than that beginning later in the child's life. These services, although initially expensive, decrease the cost of special services to the children over time.

Some aspects of intervention involve working with parents, as well as with infants or children. In 1972, the Secretary of Health, Education and Welfare funded a survey of results from 40 longitudinal intervention programs with high-risk infants. The following major conclusions (Stedman, 1977) summarize the importance of early intervention and of home-based services which treat both the family and the child:

- The effects of a stimulating or depriving environment appear to be most powerful in the early years of childhood when the most rapid growth and development take place. The primary focus of the child during these years is the home. Therefore, home-based intervention programs or one-to-one teacher-child stimulation activities appear to be the most appropriate and effective during this period.

- There is evidence that the effects of early intervention programs for children are strengthened by the involvement of the child's parents.

- In situations where families are so disorganized that they cannot supply a supportive environment, an intensive external supportive environment may contribute to the child's development.

- Where access to children can be gained in the early years, preferably during the language emergent years (one to two years of age), intervention programs are more effective than those begun at later ages.

- The quality and motivation of the staff are directly related to the success of the program and, therefore, are prime factors in determining the extent to which a program is exportable or replicable.

Many studies have shown that early intervention efforts with handicapped infants and children have been effective in accelerating and maintaining their development. As Hayden and McGinnes (1977) have said, "Early intervention has been shown to help: it can work to reduce the effects of a handicapping condition, and can do so more surely and more rapidly than later intervention." Recent evidence indicates that this statement should be read literally, for improved intervention techniques with newborn and premature infants are showing significant positive impact on the developmental prognosis of at-risk and handicapped infants. Clearly early intervention is cost effective: developmentally for the child, emotionally for the family, and financially for the family and the tax payers in the community.

SECTION 2. METHODOLOGY

A clear statement of the problem and of the purpose of this study was contained in the Office of Special Education's materials issued September 1980. In calling for "A Working Paper on Baseline Information on Early Intervention Programs," Request for Proposal (RFP) No. 81-7-3 read as follows:

> The State Department of Education supports a number of infant and/or preschool special education programs, both self-contained and integrated, through Preschool Incentive Grant, Infant-Preschool Discretionary Funding, Permissive Programs, Innovative Funding, DCH, Master Plan, etc. These programs are funded at different levels with little knowledge of the adequacy of various programs. Also, more and more infant and preschool-age individuals with exceptional needs are being served every year. Guidelines and regulations are needed to ensure a minimum level of program quality.
>
> The purpose of the study is to examine the existing infant and preschool programs funded by the state and develop baseline data on costs of these programs by type, program setup, age span, and various handicapping conditions. It will also seek information on class size, teacher qualifications, service delivery strategies, program components, and other issues as may be necessary to help the state formulate appropriate regulations for program quality. The study will also identify issues and problems of the existing programs related to funding and program quality and seek solutions to correct them.

In addition to the original RFP, the Office of Special Education is scheduled to receive a two-year State Implementation Grant (SIG) from the U.S. Office of Special Education, the focus of which would be coordinated planning and interagency cooperation. In order to accomplish the goals and objectives of the new SIG, the need for planning must be quantified and the nature and extent of existing interagency cooperation documented throughout the state. In responding to the RFP, this study also satisfies some of the initial data needs in preparation for the SIG.

Hypothesis

Developing baseline data on early intervention programs is a descriptive task. It was hypothesized that by working with raw data currently available and adding supplemental information from comprehensive surveys, it would be possible to develop a working paper which would be useful to practitioners in the field and responsive to the State Department's need to know about its programs for both informational and policy planning purposes.

A number of questions concerning early intervention programs guided the development of this project.

1. Are the numbers of infants and preschool children with exceptional needs enrolled in early intervention programs consistent with what might be expected?

2. What is the range of services provided by early intervention programs?

3. Are there typical staffing patterns for early intervention programs?

4. What are the cost ranges of early intervention programs according to delivery model and type of severity of exceptional need?

5. Are early intervention costs commensurate with those of the special education program?

6. To what extent does early intervention involve coordination of services among various public and private agencies.

7. What is the extent of parent involvement in early intervention programs?

8. What is the extent of integration in early intervention programs?

9. Are there consistent problems related to early intervention programs?

10. Are there consistent field recommendations related to early intervention programs?

It was further hypothesized that the answers to these questions might vary by program setup, handicapping condition, geographic setting, and demographic characteristic of the community served by each program. Therefore, data were analyzed wherever possible by different types of stratification to determine precisely what variations exist, if any, and therefore what differences might be predictable, particularly in the case of new start ups.

Procedures

Developing baseline information on special education early intervention programs involved three principal sources of data: the results of a special questionnaire mailed to all early intervention programs operated throughout the state, excluding Office of Child Development programs; Special Education Pupil Count data for 1979-80 and 1980-81; and Preschool Incentive Grant (PSIG) and Infant Preschool Discretionary Grant (IPDG) applications.

An immediate problem in developing baseline data revolved around the fact that the precise number of intervention programs was unknown, and it was not clear if any one source of information were either all-inclusive or accurate. On the assumption that the most recent Special Education Pupil Count available would provide the best starting point, data for 1979-80 were obtained and these compared against a State Department file of early intervention programs drawn from a recent California Regional Resource Center (CRRC) report and prepared by an Office of Special Education Student Intern. The file contained no additional programs which were not already indicated by the Pupil Count data. All districts, County Offices of Education, and Special Education Service Regions (SESRs) which reported service to children birth to 2-11 and 3 to 5-11 years old were assumed to provide early intervention programs. It was later found that many LEAs claimed children on the 1979-80 R-30-SEs who were actually served at a regional level by another LEA. Initially, however, all such districts constituted the mailing list for surveys.

Questionnaires were then prepared which addressed the questions indicated in the hypothesis. Lack of current cost data was an especially important consideration in the development of the survey. Both the Office of Special Education and the Office of the Deputy Superintendent for Programs need such information. Thus a number of questions were developed to ascertain costs and to cross-reference with other items.

At the same time this study was being conducted, the State Council on Developmental Disabilities, in cooperation with the Maternal and Child Health Branch of the California Department of Health Services, was conducting a statewide survey of infant programs, particularly those offered by the non-public-school sector, to determine what services are currently available for infants. While the Special Studies project's survey is shorter, simpler and different from that developed by the Department of Health, there are similarities among a number of items, and it is hoped that these similarities will make it possible to more easily combine both sets of data later into a comprehensive picture of infant handicapped services in California.

The result of these many considerations was a two-part survey consisting of a general questionnaire and several identical supplements. The survey was presented in two forms: one for infant programs and one for preschool programs. The surveys were submitted to local early interventionists for repeated review and pilot testing until satisfactory.

The general questionnaire was designed for completion by a special education program director or designee. The supplements were designed for completion by individual specialists or teachers. To use the Office of the Merced County Superintendent of Schools as a case in point, OMCSS offers a number of both preschool and infant prorams. The Director of Special Education completed one general questionnaire for preschool programs, one general questionnaire for infant programs, and then had each of the five infant program specialists and each of the three preschool program specialists complete separate supplements. Districts which had not returned surveys after one month were contacted by telephone, a strategy which resulted in higher returns than might otherwise have been obtained.

Analysis

Results were coded, key punched, and analyzed using the Statistical Package for the Social Sciences (SPSS). Analysis consisted of cross-tabs; t-tests and correlations of continuous variables; frequencies, means, standard deviations, and histograms of non-continuous variables; and analysis of variance and post hoc comparisons by handicap category, type of program, geographical location, and demographic character of service region. (Geographic and demographic stratifications are described below.)

Simultaneous with development and administration of the surveys, the 1979-80 and 1980-81 Special Education Pupil Counts were analyzed to determine if there were important differences in data by year, geographic location, and demographic characteristics. To do this, California's 58 counties were divided into five areas as shown on the accompanying map, Figure 9. Counties were grouped according to similar characteristics.

Pupil Count data were also analyzed by the demography of each reported service area. Using the latest California County Fact Book (1977-78), districts were designated rural if the area's population did not exceed 15,000; semi-urban if the population varied between 15,000 and 50,000; and urban if the population exceeded 50,000. A certain amount of subjective judgment also entered into this identification process. For example, semi-urban County Offices primarily

Figure 9. Division of California's 58 counties into five geographical regions

serving rural areas were designed rural. Likewise, small suburbs which might be mistaken for rural on the basis of population, such as Orinda or Lafayette in Northern California, were designated semi-urban.

The third source of data was 1980-81 Preschool Incentive Grant (PSIG) and Infant-Preschool Discretionary Grant (IPDG) applications. The purpose of analyzing these applications was to verify the cost data obtained from the surveys. Only applications from the Northern Region were analyzed, as it was determined that analysis of one region would generalize to results statewide.

SECTION 3. FINDINGS: INFANT SPECIAL EDUCATION PROGRAMS

Special Education Pupil Count Data, 1979-80 and 1980-81

On the assumption that Pupil Count data most nearly reflect the numbers of infants, birth to three years of age, currently served by special education programs in the California public schools system, two years of the most recent R-30-SEs were compared to determine general trends in delivery of service. Complete data are contained in Appendix I where tables are organized as follows:

Tables 1-1g. SESRs reporting infants served in 1979-80.
Tables 2-2g. Non-master plan districts reporting infants served in 1979-80.
Tables 3-3g. SESRs reporting infants served in 1980-81.
Tables 4-4g. Non-master plan districts reporting infants served in 1980-81.

Each of the four sets of tables in Appendix I is organized in the same pattern. Using Table 1 set as an example, they are found in the following order:

Table 1. Aggregated data for all SESRs.

Table 1a-e. Data displayed for five geographical areas as explained on page 27 and as shown by the map on page 28.

Table 1f-g. Data displayed for three community settings--urban, semi-urban, and rural--as explained on page 27.

Analysis of these data indicates a total increase of 733 infants reported, a 50 percent increase, from 1979-80 to 1980-81 as shown in Table 4 on the following page. With the number of SESRs changing from 21 in 1979-80 to 42 in 1980-81, comparison of increases among SESRs and non-master plan districts was not possible. However, even though the number of non-master plan districts reporting infants in 1980-81 decreased, the number of infants reported increased, indicating a strong trend to serve the exceptional infant regardless of organizational structure or funding. Increase in service to infants may be accounted for by the growing awareness of the importance of early intervention and professional commitment to this type of service. No other factor seems to adequately explain such a dramatic shift.

TABLE 4

TOTAL NUMBERS OF EXCEPTIONAL INFANTS, BIRTH TO THREE YEARS OF AGE, SERVED BY SPECIAL EDUCATION PROGRAMS IN THE CALIFORNIA PUBLIC SCHOOLS SYSTEM, 1979-80 AND 1980-81

Organizational Unit	1979-80		1980-81		Increase/ Decrease
	Total Number in Special Education All Ages Reported	Total Number Infants Reported	Total Number in Special Education All Ages Reported	Total Number Infants Reported	
Master Plan	102,275	474	210,805	719	Not Comparable
Non-Master Plan	254,151	999	149,936	1,487	Not Comparable
Totals	356,426	1,473 (0.4% of total)	360,741	2,206 (0.6% of total)	+733 (+50%)

Source: Special Education Pupil Count Data, 1979-80 and 1980-81

Although many districts were in transition to Master Plan status during 1980-81, districts maintained their same geographic and demographic characteristics, making the analyses in Tables 5 and 6 possible.

TABLE 5

COMPARISON OF NUMBERS OF INFANTS (BIRTH TO 2-11 YEARS OF AGE) SERVED BY GEOGRAPHIC DISTRIBUTION, 1979-80 AND 1980-81, MASTER PLAN AND NON-MASTER PLAN PROGRAMS COMBINED

Geographic Area	1979-80 (% Total)	1980-81 (% Total)	Increase/ Decrease
Northern	24 (2%)	40 (2%)	+16 (+67%)
Mountain	38 (3%)	10 (0.5%)	-28 (-74%)
Central	504 (34%)	508 (23%)	+4 (+0.8%)
Coastal	335 (23%)	1,033 (47%)	+698 (+208%)
Southern	572 (39%)	615 (28%)	+43 (+7.5%)
TOTALS	1,473	2,206	+733 (+50%)

Source: Special Education Pupil Count Data

TABLE 6

COMPARISON OF NUMBERS OF INFANTS (BIRTH TO 2-11 YEARS OF AGE) SERVED BY COMMUNITY SETTING, 1979-80 AND 1980-81, MASTER PLAN AND NON-MASTER PLAN PROGRAMS COMBINED

Community Setting	1979-80 (% Total)	1980-81 (% Total)	Increase/ Decrease
Urban	438 (30%)	481 (22%)	+43 (+10%)
Semi-Urban	536 (36%)	619 (28%)	+83 (+15.5%)
Rural	499 (34%)	1,106 (50%)	+607 (+122%)
TOTALS	1,473	2,206	733 (+50%)

Source: Special Education Pupil Count Data

Analysis of services to infants with exceptional needs displayed in Table 7 below indicates that the type of handicaps reported were almost equally divided among CH, PH, LH, and SH in 1980-81. The number of LH infants reported more than doubled in 1980-81, and the number of CH infants also increased, but to a lesser extent.

TABLE 7

STATEWIDE COMPARISONS OF SERVICES TO INFANTS WITH EXCEPTIONAL NEEDS, (BIRTH TO 2-11 YEARS OF AGE), 1979-80 AND 1980-81, MASTER PLAN AND NON-MASTER PLAN PROGRAMS COMBINED

Type of Handicap	1979-80 (% of Total)	1980-81 (% of Total)
Communicatively Handicapped (CH)	386 (26%)	661 (30%)
Physically Handicapped (PH)	488 (33%)	447 (20%)
Learning Handicapped (LH)	149 (10%)	539 (24%)
Severely Handicapped (SH)	450 (31%)	559 (25%)
TOTALS	1,473	2,206

Source: Special Education Pupil Count Data

The number of infants served and their types of handicaps are the only reliable pieces of information retrievable from the Pupil Count data. From analysis of 1979-80 data, it was not clear whether: a) districts reporting actually served infants: or b) infants simply resided within a district's boundaries, were reported on the R-30-SE (the Pupil Count form), but were served by a district or County Office elsewhere. This confusion may partially resolve itself with SB 1870, as there will be a tendency toward centralized reporting.

The current R-30-SE, however, does not identify the nature of infant programs in the state. The tables in Appendix I, which are close approximations to the R-30-SEs, show the following program options:

- Regular class with Designated Instructional Service (DIS)
- Resource Specialist Program (RSP)
- Special Day Class, including integrated classes (SDC)
- Home or Hospital Instruction (HHI)
- Nonpublic School under Master Plan

Early interventionists are usually at a loss how best to report infants on the R-30-SEs since their programs can take any one of the following ten (10) forms, in addition to Nonpublic School under Master Plan:

- •Home only
- •Home with RSP
- •Home with DIS
- •Home-Center combination
- •Home-Center with DIS
- •Center or SDC only
- •Center or SDC with DIS
- •RSP
- •RSP with DIS
- •DIS only

From this it is possible to conclude that the RS-30-SE, as presently designed, provides policy planners and program analysts with numbers of infants by handicapping condition, but no accurate information on the delivery of service. Without knowledge of service mode, it is difficult to calculate costs accurately.

A second issue is whether all exceptional infants and preschool children in the state are being served. To answer this question, the number of exceptional infants in California first had to be determined. Then it was possible to estimate if the programs offered by the public schools system and by other public and private agencies reached all known infants.

According to the 1980 census data obtained from the Demographic Research Unit of the State Department of Finance, there were 2,027,020 children under six years of age in California in 1980. Applying the percentages used by the Department of Finance for their 1976-1980 projections[1/], the numbers of children in the three infant age ranges are approximately as follows:

Birth to 1 year old	365,524
1 to 2 years old	351,862
2 to 3 years old	339,905
TOTAL	1,057,291

[1/] Precise numbers of children in each age group are not yet available from 1980 Census Data. The projected total used between 1976 and 1980 is sufficiently close to the 1980 figure that the proportions were judged reliable by the Department of Finance's Demographic Research Unit.

Next, the percentage of infants requiring special education services had to be determined. For school-age children, the proportion is ten percent (10%). For infants, the proportion is generally considered to be something much less. Although the numbers of births reported by Maternal Child Health are slightly higher than 1980 Census figures, Maternal Child Health data provide reliable percentages with which special education services for infants can be calculated.

Specifically, data were gathered from 56 of the 57 Neonatal Intensive Care Units (NICUs) throughout the state from 1974 to 1979, with estimates for 1980. As Table 8 indicates, approximately five percent (5%) of live births in California since 1976 required admission to an NICU for some degree of intensive care. On the basis of Apgar scores and other indicators, infants are classified at either Level II or Level III for subsequent care. Infants at Level III have the most severe problems, and, according to Warren Hawes, M.D., Director of Maternal Child Health, these are the infants who generally require follow-up with some form of early intervention upon dismissal from the hospital.

TABLE 8

NUMBER OF LIVE BIRTHS AND NUMBER AND PERCENT OF NICU ADMISSIONS, CALIFORNIA, 1974-1980

Year	Live Births	NICU ADMISSIONS					
		Total	Level III	Level II	Total	Level III	Level II
1974	311,668	7,680	6,296	1,384	2.46	2.02	0.44
1975	317,318	10,837	8,767	2,070	3.41	2.76	0.65
1976	332,105	14,141	10,279	3,862	4.25	3.09	1.16
1977	347,576	16,334	10,749	5,585	4.69	3.09	1.60
1978	356,260	18,795	11,209	7,586	5.27	3.15	2.12
1979	379,235	19,878	11,570	8,308	5.24	3.05	2.19
1980	403,000	20,214	11,700	8,514	5.01	2.90	2.11

Note: Definitions and reasons for admissions vary widely.

1/ Source: Vital Statistics of California, 1977.
MCH Perinatal Statistics, 1978, 1979.
Vital Statistics estimate for 1980 by Roger Smith.

2/ Total of 56 hospitals with licensed NICU's having available data.
The total number of hospitals with licensed NICU's is 57, 24 tertiary level and 33 intermediate level.
Missing, Level II - Rogue Valley Memorial Hospital, Oregon.

3/ Calculated as 100 x (total NICU admissions/total live births).

Special education, however, is not the only source of early intervention services. Hospitals, Regional Centers, and private vendors, among others, also serve infants. A recent study, currently in its final stages of completion, by the Infant Task Force of the State Council on Developmental Disabilities, in cooperation with the Maternal and Child Health Branch of the Department of Health Services, indicates that 17,360 infants received some sort of assessment and follow-up in 1980 by one of six types of agencies. (See Table 9 below.) Subtracting this figure from the number of infants who are suspected of needing early intervention, there were approximately 13,301 infants who received no initial service. Of the 17,360 who were assessed and received follow-up, only 5,790 participated in some form of early intervention, with the public schools serving 30 percent of this group. (See Table 10.)

TABLE 9

INFANTS RECEIVING ASSESSMENT AND FOLLOW-UP
BY AGE AND BY SERVICE AGENCY, 1980

Setting	Number of Programs	00-11 Mths	12-23 Mths	24-36 Mths	Grand Total
Total	91	8,062	4,802	4,496	17,360
Public School	5	65	109	80	254
Hospital	45	5,383	3,338	2,924	11,645
Coll/Univ	10	236	379	708	1,323
Private Facility	22	2,237	702	498	3,437
Public Facility	7	141	269	266	676
Others	2	0	5	20	25

Source: State Council on Developmental Disabilities in cooperation with the Maternal and Child Health Branch of Department of Health Services, 1980. Richard Weisbrod, Analyst.

TABLE 10

INFANTS PARTICIPATING IN EARLY INTERVENTION PROGRAMS
BY AGE AND PROGRAM CATEGORY, 1980

Setting	Number of Programs	00-11 Mths	12-23 Mths	24-36 Mths	Grand Total
Total	165	1,575	1,954	2,261	5,790
Public School	51	349	620	784	1,753*
Hospital	9	51	59	64	174
Coll/Univ	10	197	116	201	514
Private Facility	77	512	767	1,051	2,330
Public Facility	17	458	380	161	999
Others	1	8	12	0	20

*Underreported by 453 according to Special Education Pupil Count Data.

Source: State Council on Developmental Disabilities in cooperation with the Maternal and Child Health Branch of Department of Health Services, 1980. Richard Weisbrod, Analyst.

Although it might be assumed that only one-third of the infants assessed required developmental intervention, in fact, the State Council on Developmental Disabilities' study later identifies four reasons which practitioners cite as barriers to service:

- Reluctance of private practitioners to refer infants for early intervention.
- Reluctance of parents to acknowledge the problem and participate in early intervention programs.
- Barriers to service presented by Regional Center criteria.
- Lack of resources.

Given these barriers, it is unlikely that the reason 11,570 infants do not participate in some form of early intervention program is that they do not need service, but rather that they do not have access to programs. If this is true, then there are approximately 24,871 infants in California, or 81 percent of the total (13,301 unassessed plus 11,570 not in programs), who are elible for but not receiving early

intervention through either the public schools system or any other agency. By all available data, infants with exceptional needs in California appear to be grossly underserved.

General Programmatic Information

Numbers of Programs and Other Characteristics

There were 68 Districts and County Offices serving infants with exceptional needs in the state of California as of June 1, 1981. This figure was derived by cross referencing the results of a State Department Office of Special Education telephone survey of infant programs, the returns from the Special Studies survey conducted by Planning Associates, and the results of the 1980-81 Special Education Pupil Count showing districts, County Offices, and SESRs which claimed children 0-3 years of age. The 68 Districts and County Offices are listed in Appendix III. Those which responded in time to the Special Studies survey to have their data analyzed are noted with an asterisk. A small number of LEAs returned surveys too late to process, and their results were not included in the data analysis. A large number of LEAs responded that they did not offer programs or offered assessment services only.

Twenty-five (25) districts and County Offices, or 37 percent, responded in time to the Special Studies survey conducted in April and May of 1981 to be included in the analysis procedure. These 25 respondants reported offering 36 separate programs for infants, or approximately three programs for every two respondants. Based on this ratio, it is estimated that there were 102 infant special education programs offered by 68 LEAs in California as of June 1, 1981.

A comparison of the geographic and demographic characteristics of the respondents (Tables 11 and 12) with Pupil Count distributions (Tables 5 and 6) indicate a slightly higher response from southern urban and northern and mountain programs and a slightly lower response from coastal programs than might have been expected. However, because the differences are small, this report assumes that the 37 percent return represents an accurate cross-section of infant special education programs throughout the state and than therefore what is true of these respondants generalizes to all programs. The results of the statistical tests described on pp. 54-55 are further proof of the homogeneity of this group and the generalizability of their responses to programs throughout the state.

Survey results indicated that infant special education programs serve urban, semi-urban, and rural populations equally well, as these demographic characteristics have been defined. (Cf. Section II, page 27.) Table 11 illustrates these results. The majority of programs, however, are located in the Central Valley and southern portions of the state, as shown in Table 12.

TABLE 11

DISTRIBUTION OF CALIFORNIA INFANT SPECIAL EDUCATION PROGRAMS ACCORDING TO DEMOGRAPHIC CHARACTERISTICS OF SERVICE AREA, 1980-81, ACCORDING TO THE SPECIAL STUDIES FIELD SURVEY

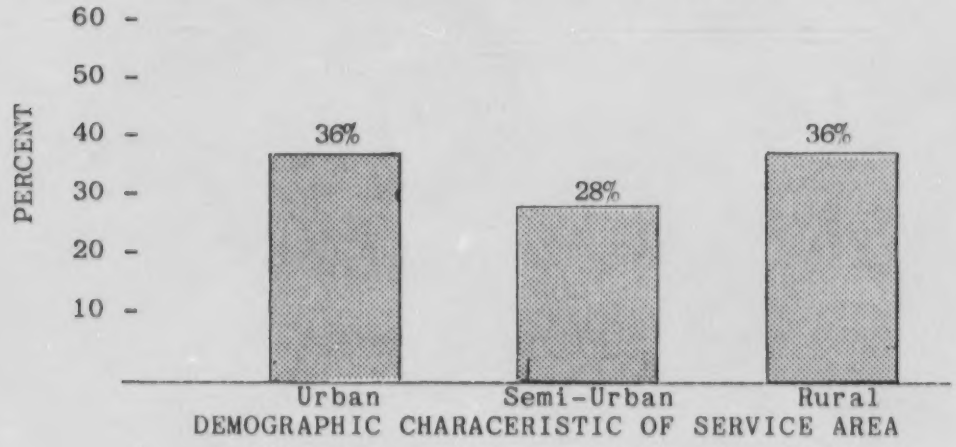
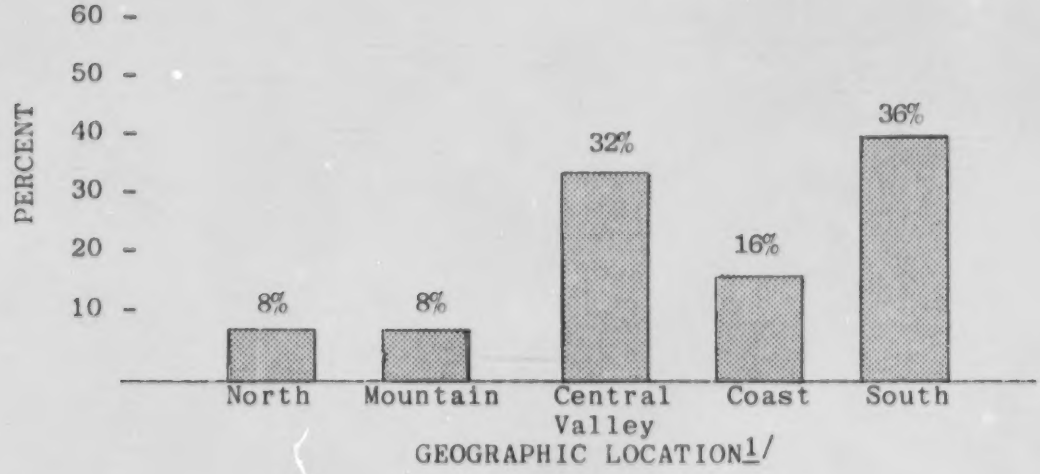


TABLE 12

DISTRIBUTION OF INFANT SPECIAL EDUCATION PROGRAMS ACCORDING TO GEOGRAPHIC LOCATION WITHIN CALIFORNIA, 1980-81, ACCORDING TO THE SPECIAL STUDIES FIELD SURVEY



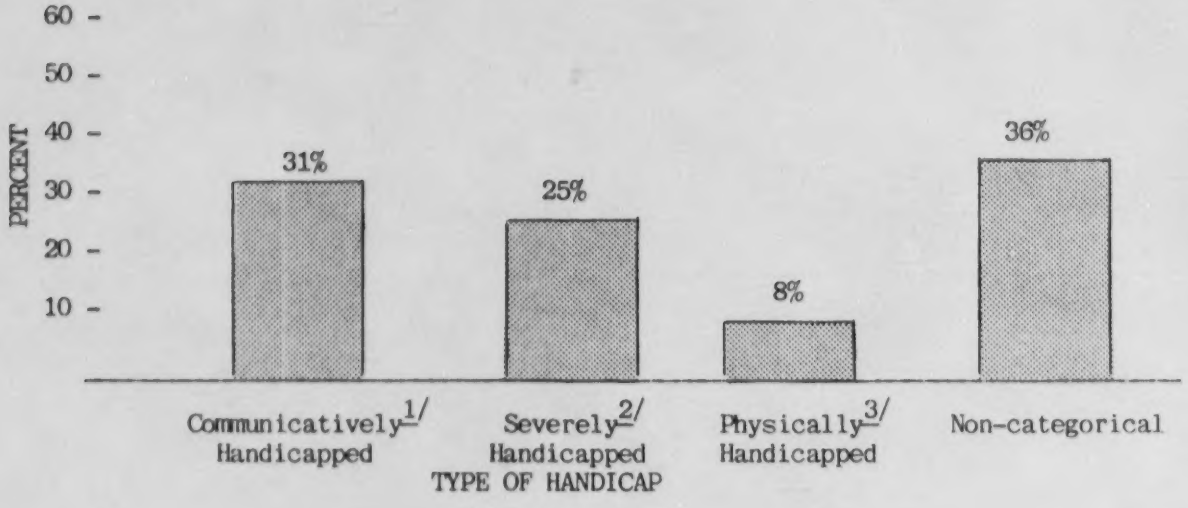
1/ See Figure 9, p. 28 for map of California showing geographic divisions.

These 36 programs serve a variety of handicaps, with the largest percentage of programs reporting infants with noncategorical handicaps, followed closely by communicative and severe handicaps. (See Table 13.) A comparison of Table 13 with Table 7 indicates that non-categorical and physically handicapped are the primary sources of differences in handicaps reported. It suggests that when program offerers complete the R-30-SEs, they use the Physically and Learning Handicapped categories for their non-categorical infants.

The majority of programs (53%) served infants through a Home/Center program which included Designated Instructional Services (DIS). When all home services are analyzed as a group, a total of 61 percent of infant programs offer some form of home intervention in their service delivery systems. The results are displayed in Table 14. According to the results of research on home intervention (see page 22), most special educators have implemented the most appropriate service delivery mode for their early intervention programs.

TABLE 13

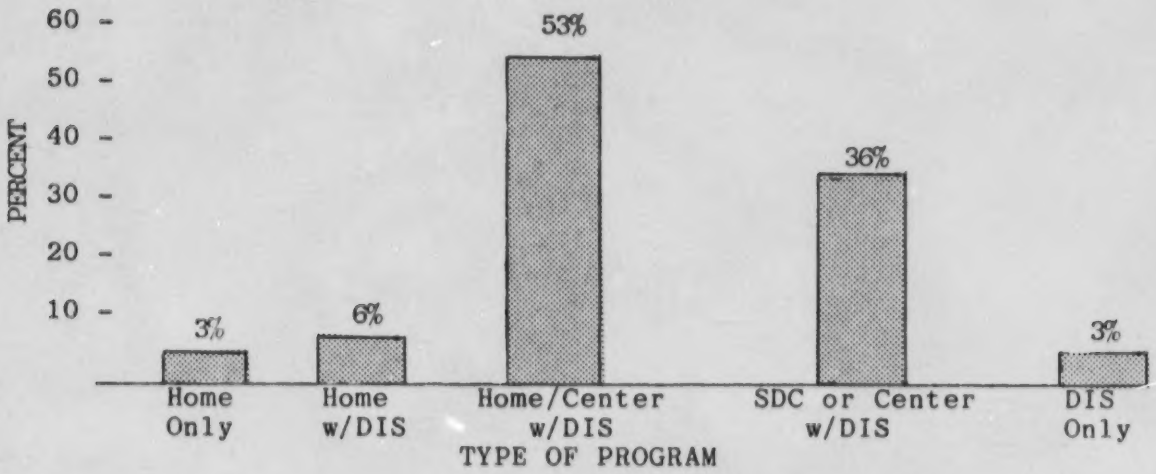
TYPES AND DISTRIBUTION OF HANDICAPS REPORTED SERVED BY INFANT PROGRAMS IN CALIFORNIA, 1980-81, ACCORDING TO THE SPECIAL STUDIES FIELD SURVEY



1/ Included Deaf, Hard of Hearing, Language and Speech, and Mixed Communicatively Handicapped.
2/ Included Developmentally Handicapped, Mixed Severely Handicapped, and Mixed Physically/Severely Handicapped.
3/ Included Mixed Physically Handicapped only.

TABLE 14

SERVICE DELIVERY PATTERNS OF INFANT SPECIAL EDUCATION PROGRAMS IN CALIFORNIA, 1980-81



Information relative to numbers of children served, ages of children when service is first initiated, number of children served at any one time, etc. is summarized in Table 15. Table 16 summarizes information relative to program operation.

TABLE 15

GENERAL INFORMATION REPORTED CONCERNING INFANTS SERVED BY SPECIAL EDUCATION PROGRAMS IN CALIFORNIA, 1980-81

Age Range of Children Served	Average Age of Children When Service First Initiated	Number of Children Served Annually	Number of Children Served at Any One Time	Percent Turnover Rate of Children Served Annually
.6 yrs.-3.0 yrs. (.6 SD) (.4 SD)	1.3 yrs. (.8 SD)	35 (58 SD)	26 (42 SD)	126% (57% SD)

Note: SD = Standard Deviation

TABLE 16

GENERAL INFORMATION REPORTED REGARDING INFANT SPECIAL EDUCATION PROGRAMS IN CALIFORNIA, 1980-81

Type of Program Plan	Number of Years Programs Has Been in Operation	Number of Months/Yr. Program Operates	Number of Hrs./Wk. Program Operates	Advisory Board Unique to Program
44% Master Plan 56% Non-Master Plan	5.6 yrs. (3.4 SD)	10.6 mos. (.8 SD)	35.7 hrs. (6.2 SD)	31% yes

Note: SD = Standard Deviation

Finally, 92 percent of infant programs emphasize developmental/educational intervention. Approximately half of these also emphasize parent education or parent interactive support groups. When asked which service(s) the program emphasized most, LEAs responded as follows:

•Developmental/Education Intervention	92%
•Parent Education	40%
•Parent Interactive/Support Groups	40%
•Assessment	28%
•Outreach	16%
•Research	12%
•Day Respite	8%
•Other	12%

When LEAs were asked if they offered particularly strong or unique components in their programs, they responded with parent task training, use of established curricula, interagency cooperation, and multidisciplinary approaches.

Sources of Referral

A viable referral system is an essential part of effective infant programs. When local agencies, physicians and nurses, and private citizens are aware of infant intervention programs and actively refer families to the programs, then program personnel are able to devote more time to those activities for which they have been hired--infant assessment, infant intervention, family communication--and less time to child find or outreach.

Programs throughout the state were asked which sources contributed 10 percent or more of all infant referrals. The percentage of LEAs identifying primary and secondary sources of referral were as follows:

Primary Sources of Referral		Secondary Sources of Referral	
Regional Center	76%	Hospital/Clinic	28%
Parent Referral	68%	Other Infant/Preschool Programs	24%
Other	40%	Private Citizens	12%
Local Child Find	36%	Child Protective Services	8%
California Children Services	36%	Community Social Worker	8%
Private Physician	36%	State Preschools	8%
Public Health Nurse	32%	Child Care Programs	8%
		Child Health and Disability Prevention	4%
		Head Start	4%

Although most of the LEAs cited Regional Center and parent referrals most often, eighty-eight percent (88%) also indicated that they had three or more sources of referrals and that these sources generally contributed equal amounts of referrals.

Once a program is established and the referral network in place, one would expect that those individuals and/or agencies which first encounter families with exceptional infants would logically be the primary sources of referral. The data indicate that the largest number of referrals come from Regional Centers and the parents themselves. Data would indicate that the medical community takes a less active role in the referral process than might be expected, and this represents an area of potential inservice for the Preschool/Infant SERN.

These results also have implications for the 1981-82 State Implementation Grant (SIG) which will be charged with planning and developing interagency cooperation as it affects infant and preschool special education programs. A likely area of interagency agreement might involve inservice of local physicians, nurses, and hospital personnel in the value of early intervention and early referral.

Basic Program and Support Services

The typical infant special education program emphasizes developmental/educational intervention either in the home only (8%), through a home/center combination program (53%), or in a cetner or special day class (36%). Table 17 shows the frequency and length of those services; Table 18 shows the percentage of time spent working with infants, parents, and/or parents and infants together.

Eleven percent (11%) of the respondants also offered Resource Specialist Programs (RSP). When RSPs were offered, children were enrolled in either Head Start or private preschool or day care. Children served by RSPs were twice as likely to attend private preschools or day care center as they were Head Start.

In addition to location, frequency of service, and infant/parent targets, mainstreaming opportunities are another important characteristic of programs. As might be expected with infant special education, there is a high percentage (42%) of programs which offer no integration opportunities. Of the 58 percent which do offer mainstreaming, opportunities included:

- Regular School
- Reverse Adaptive PE
- Cross Integration
- Cross Visits
- Community Involvement
- Reverse Mainstreaming

TABLE 17

FREQUENCY AND LENGTH OF INFANT INTERVENTION SERVICES IN CALIFORNIA, HOME AND SCD/CENTER-BASED, 1980-81

	Home or Center	Frequency or Length							
Frequency		None or No Response	1-2x/yr	1-2x/mo	1x/wk	2-3x/wk	5x/wk	As Needed	Average Program*
	Home	19%	6%	19%	36%	14%	—	6%	3.9x/mo or 1x/wk
	Center	8%	—	—	8%	39%	39%	6%	16.1x/mo or or 4x wk

		None or No Response	1-2 hrs/yr	1 hr/ mo	1-2 hrs/ biwk	1-2 hrs/wk	3-6 hrs/wk	12-15 hrs/wk	20-30 hrs/wk	As Needed	Average Program*
Hours	Home	28%	6%	3%	14%	36%	11%	—	—	3%	1.5 hrs/wk
	Center	6%	—	—	—	11%	22%	28%	28%	6%	13.25 hrs/wk

*NOTE: Averages were calculated on a 10.5 months per program year.

TABLE 18

PERCENTAGE OF TIME REPORTED WORKING WITH PARENTS, INFANTS, AND/OR PARENTS AND INFANTS TOGETHER IN CENTER/SDC OR HOME, CALIFORNIA INFANT INTERVENTION PROGRAMS, 1980-81

	Intervention Target	Approximate Amount of Time				
		Less Than Half	About Half	More Than Half	No Service Provided	No Response
Center/SDC	Parents	58%	3%	3%	22%	14%
	Infants	6%	17%	61%	8%	8%
	Parents & Infants Together	50%	11%	14%	11%	14%
Home	Parents	19%	6%	22%	28%	25%
	Infants	39%	6%	3%	25%	28%
	Parents & Infants Together	17%	14%	33%	17%	19%

LEAs were asked to indicate the kinds of parent/family support services offered by their programs. Such services could be provided by either regular staff, special consultants, interagency agreement, or subcontract. LEAs responded as follows:

Category I Services	
Parent Training to Modify Parent-Infant Skills	92%
Parent Education	88%
Parent Groups or Parent Counseling	76%
Transportation	76%
Follow-Up Support After New Placement	68%

Category II Services	
Equipment Purchase/Loan	60%
Community Liaison Services	56%
Bilingual Services	52%
Client Advocacy	52%
Nutrition Education	48%

Category III Services	
Day Respite	16%
Sibling Groups or Sibling Counseling	8%
Day Care	4%
Combination of Other	8%

The entire group of LEAs reported offering three or more services to parents and families. They also listed other support services as follows:

Inservice Training for Staff	76%
Outreach	64%
Development of Materials	48%
Research	16%
Combination of Other	8%

Seventy-five percent (75%) of the LEAs offered two or more other support services through their infant programs.

Assessment and Evaluation

Assessment and evaluation are as important for infant special education programs as they are for other types of educational programs. Assessment serves two purposes. Initial assessment indicates whether an infant is eligible for special education, what types of intervention would best meet a given child's needs, and at what curricular level intervention should begin. Periodic assessment thereafter validates the child's progress, brings to light any weaknesses in the current intervention approach which may have been overlooked, and provides a written record of child development which can have a variety of uses. Assessment and evaluation go hand in hand, but if one were to distinguish the two, evaluation might best be considered the integration of assessment data and decisions regarding whether all the data taken collectively point to an effective intervention approach.

The results of the Special Study field survey indicate that infant programs utilize four main sources of information in diagnosing infants' needs and determining program effectiveness: staff judgment, parental judgment, and both qualitative and quantitative assessment information. The importance of specific approaches is indicated by three categories:

Category I

Staff Judgment	88%
Parental Judgment	84%
Qualitative Infant Assessment	76%
Quantitative Child Change Data and Comparison to Norms	72%

Category II

Follow-Up Study by Comparing Child's Progress to Norm	48%

Category III

Assessment of Parent Skills	20%
Research	12%
Other	8%

Analysis of Category III assessment/evaluation indicates that infant programs are not likely to include assessment of parents' skills in any type of formal evaluation. However, 92 percent of the LEAs reported that parent training to modify parent-infant skills was a support service offered by their programs. This implies some sort of staff judgment of

parents' intervention skills so that appropriate behavior can be modeled, group discussions can take place, etc. Where parent assessment is practiced, programs use documented parent interviews and Adaptive Behavior Scales as the instruments of choice.

As for infant assessment, 96 percent of the LEAs reported that they use standardized, published, or copyrighted assessment instruments or developmental scales. The instruments cited most often included:

•Baley Scales of Infant Development	56%
•Denver Developmental Screening Test (rev.)	44%
•Brigance Inventory of Basic Skills	36%
•Learning Accomplishment Profile	20%
•San Juan Developmental Chart	20%
•DASI	8%
•Parent Infant Communication Checklist	8%
•Variety of Others	60%

Staffing Patterns and Staff Responsibilities

Infant early intervention staffing draws from a transdisciplinary group of professionals, some on a regular basis (both full and part-time) and some on a consultant basis (less than half-time). Table 19 represents the average number of staff, regular and consultant, reported per infant early intervention program.

The typical infant intervention program was likely to have a special education teacher, a speech and language therapist, a paraprofessional aide, and a physical therapist assistant. The next most common staff members included a psychologist, nurse, a physical therapist, and an occupational therapist. Staff which are less frequently found include social worker/counselor, audiologist/audiometrist, pediatrician, and nutritionist. The typical pattern consists of 7.61 (S.D. 5.75) regular staff and 5.06 (S.D. 5.05) consultants (fewer than 10 hours per week), or a total of 12.83 (S.D. 7.80) professionals per program. Summary data on staff is contained in Table 20. When various professionals are utilized in infant intervention programs, they are likely to be full-time, part-time, or consultants as shown below.

Full-Time Staff
(25-35 hrs/wk)
Special Education Teacher
Paraprofessional Aide

Part-Time Staff
(10-20 hrs/wk)
Physical or Occupational Therapist
Physical or Occupational Therapist Assistants
Social Worker/Counselor
Nurse
Speech and Language Therapist

Consultants
(fewer than 10 hrs/wk)
Psychologist
Audiologist
Pediatrician
Nutritionist

The survey also asked LEAs how staff and consultant time was utilized in three principal areas: assessment, direct intervention with infants, and work with the parent(s). (In general, parent refers to anyone who is charged with responsibility for a child's care, which could mean parent, grandparent, guardian, babysitter, or other individual.) Approximate average percent time per week was obtained only for those programs reporting staff. Tables 20-22 report results according to the staffing pattern noted above.

TABLE 19

STAFFING PATTERNS OF INFANT SPECIAL EDUCATION PROGRAMS IN CALIFORNIA: PERCENTAGES OF PROGRAMS REPORTING VARIOUS TYPES OF PROFESSIONAL INVOLVEMENT, REGULAR AND CONSULTANT, 1980-81

Type of Staff	Average Number by Type	
	Regular Staff $\bar{x}$ (SD)	Consultants $\bar{x}$ (SD)
Audiologist/ Audiometrist	.22 (.42)	.39 (.49)
Neonatologist	0	0
Neurologist	0	0
Nurse (RN/PHN)	.69 (.89)	.19 (.40)
Nurse Practitioner	.06 (.23)	.03 (.17)
Nutritionist	.03 (.17)	.11 (.32)
Occupational Therapist	.61 (.64)	.14 (.35)
O.T. Assistant	0	0
Physical Therapist	.50 (.77)	.14 (.35)
P.T. Assistant	.11 (.40)	0
Pediatrician	.17 (.38)	.14 (.35)
Psychologist	.69 (.58)	.17 (.38)
Social Worker/ Counselor	.39 (.69)	.08 (.28)
Special Education Teacher	1.89 (1.67)	.03 (.17)
Speech and Language Therapist	1.31 (3.25)	1.47 (3.48)
Paraprofessional Aide	1.89 (1.82)	0
Other (Specify)	.92 (1.23)	.17 (.51)

TABLE 20

SUMMARY OF NUMBER OF STAFF AND TYPES OF SERVICE,
CALIFORNIA INFANT INTERVENTION PROGRAMS, 1980-81

Descriptive Statistic	Total Number Regular Staff	Total Number of Consultants	Total Number all DIS Staff	Percent Regular Staff	Percent Consultants	Average Percent Time Assessment	Average Percent Time Intervention	Average Percent Time With Parents
N Reporting	36	35	35	35	35	32	30	29
Mean	7.61	5.06	12.83	63.43	36.57	42.48	59.23	34.72
(Standard Deviation)	(5.75)	(5.06)	(7.80)	(22.80)	(22.80)	(19.20)	(14.06)	(11.69)

TABLE 21

ALLOCATION OF FULL-TIME (25-35 HRS/WK) STAFF RESPONSIBILITIES,
HOURS PER WEEK, AND SOURCE OF FUNDING FOR POSITIONS
CALIFORNIA INFANT INTERVENTION PROGRAMS, 1980-81

Type of Staff	N for Programs Reporting	Approximate % Time/Wk. Assessment				Approximate % Time/Wk Intervention				Approximate % Time/Wk Parent				Average Hrs/Wk (SD)	Source of Funding		
		25	50	75	100	25	50	75	100	25	50	75	100		% Program Budget	% Other	% Both
Special Education Teacher	69	x					x			x				29	90%	10%	
Paraprofessional Aide	68	x						x		x				31	89%	11%	

TABLE 22

ALLOCATION OF PART-TIME (10-20 HRS/WK) STAFF RESPONSIBILITIES,
HOURS PER WEEK, AND SOURCE OF FUNDING FOR POSITIONS,
CALIFORNIA INFANT INTERVENTION PROGRAMS, 1980-81

Type of Staff	N for Programs Reporting	Approximate % Time/Wk. Assessment				Approximate % Time/Wk Intervention				Approximate % Time/Wk Parent				Average Hrs/Wk (SD)	Source of Funding		
		25	50	75	100	25	50	75	100	25	50	75	100		% Program Budget	% Other	% Both
Physical Therapist	20	x						x		>x				19	22%	72%	6%
P.T. Assistant	4	x						x		>x				20		100%	
Occupational Therapist	25	x					x			x				16	42%	58%	
Nurse	22		x			x				x				13	87%	13%	
Speech & Language Therapist	100	x					x			x				13	88%	12%	
Other	39	x					x			x				16	79%	16%	5%
Social Worker/ Counselor	16	x				<x					x			11	62%	38%	

TABLE 23

ALLOCATION OF LESS THAN HALF-TIME (FEWER THAN 10 HRS/WK) STAFF RESPONSIBILITIES, HOURS PER WEEK, AND SOURCE OF FUNDING FOR POSITIONS, CALIFORNIA INFANT INTERVENTION PROGRAMS, 1980-81

Type of Staff	N for Programs Reporting	Approximate % Time/Wk Assessment				Approximate % Time/Wk Intervention				Approximate % Time/Wk Parent				Average Hrs/Wk (SD)	Source of Funding		
		25	50	75	100	25	50	75	100	25	50	75	100		% Program Budget	% Other	% Both
Audiologist/ Audiometrist	18		x			x				x				8	71%	29%	
Psychologist	32		x			>x				x				7	77%	19%	4%
Pediatrician	11		x			x				x				4	18%	73%	4%
Nutritionist	4	>x				>x				>x				2	50%	50%	

TABLE 24

SUMMARY OF HOURS AND SOURCES OF FUNDING FOR STAFF SERVICES, CALIFORNIA INFANT INTERVENTION PROGRAMS, 1980-81

Statistics Total Number of Programs Reporting=36	Total Hours Per Week All Services	Average Hours Per Week Each Service	Number Staff Funded From Program Budget	Number Staff Funded From Other Source	Number Staff Funded From Both	Percent Staff Funded From Program Budget	Percent Staff Funded From Other Source	Percent Staff Funded From Both
Number Reporting Mean (Standard Deviation)	31 218.94 (257.53)	31 30.4790 (31.9)	36 4.64 (2.77)	36 2.03 (2.26)	36 .11 (.40)	31 75.38 (24.4)	21 43.60 (25.72)	3 15.87 (5.72)

Cost Comparisons

LEAs were asked two types of cost information per program. The first involved original and current sources of funding. As the results in Table 25 indicate, original funding for infant intervention programs was most likely to have been experimental funding, followed by either permissive or HCEEP funding. Current funding includes some contribution from SB 1870 allocations.

The second type of question involved various costs per program, including: instructional and support staff, administrative and secretarial staff, supplies, transportation, other expenses, and overhead. These items were difficult for some LEAs to answer without considerable research. This accounts for a 78 percent response rate to these questions.

Table 26 displays both dollar costs and the percent of annual budget per cost area. The results indicate that the average infant intervention program requires a $129,461 annual operating budget, assuming a 10.6 month operational year. This amounts to an average cost of $5,948 per child (with a high of approximately $11,000 per child and a low of approximately $3,300) and compares favorably to the $5,015 (Master Plan) and $5,071 Non-Master Plan average pupil cost for special classes and centers reported to the Legislature for 1979-80 by the State Board of Education and shown in Table 27. These figures were verified against Infant Preschool Discretionary Grant budgets and found to be essentially the same. (IPDG annual operating budgets averaged $131,175 per program.)

TABLE 25

ORIGINAL SOURCES OF PROGRAM FUNDING FOR CALIFORNIA INFANT INTERVENTION PROGRAMS AND CURRENT SOURCES AS OF 1980-81

Chronology of Sources	Title VI-B Funding	Experimental Funding	Permissive Funding	Preschool Incentive Grant	Infant Preschool Discretionary Funding	Handicapped Childrens Early Education Program (HCEEP) Funding	SB 1870 State Funding	PL 94-14 Entitlement	Title IV-C Funding	Other Source Funding	Number of Original of Sources Funding
											$\bar{x}$ (SD)
Original Sources	6%	36%	17%	19%	6%	14%	--	--	--	--	1.08 (.55)
Current Sources	--	--	--	--	22%	--	80%	22%	19%	--	1.56 (.84)

TABLE 26

CALIFORNIA INFANT INTERVENTION PROGRAM COSTS PER YEAR
AND RELATIVE COSTS PER PROGRAM, 1980-81

Cost/% Annual Budget	Instructional and Support Staff	Administrative and Secretarial Staff	Supplies	Transportation	Other Expenses	Overhead	Total Cost per Program
N Reporting	28	27	27	23	6	26	27
Mean Costs per Year	$87,379	$9,867	$3,159	$15,195	$9,940	$10,042	$129,461
Mean % Annual Budget (Standard Deviation)	67.73% (13.78%)	9.63% (6.98%)	2.83% (3.51%)	15.98% (12.72%)	2.01% (1.46%)	7.20 (4.55%)	$ 5,947.68 $(6,543.07)

TABLE 27

ESTIMATED SPECIAL EDUCATION AVERAGE PER PUPIL COSTS BY INSTRUCTION SETTING AS REPORTED TO THE CALIFORNIA LEGISLATURE BY THE CALIFORNIA STATE BOARD OF EDUCATION, 1980

Master Plan and Non-Master Plan 1978-79 and 1979-80					
Instruction Setting	Special Classes and Centers	Resource Specialist*	Designated Instruction & Services**	Non-Public Schools	Average Cost Per Pupil
1978-79:					
Master Plan	$4,731	$1,635	$1,165	$6,362	$2,284
Non-Master Plan	4,646	2,389	686	6,902	2,391
1979-80:					
Master Plan	$5,015	$1,733	$1,235	$6,743	$2,397
Non-Master Plan	5,071	2,388	726	7,320	2,520

*Learning Disability Group for Non-Master Plan
**Other Special Education Programs for Non-Master Plan

Differences Among Infant Intervention Programs by Geography, Demography, and Master Plan Status

Thirty-seven percent (37%) of the LEAs which provide infants intervention programs through California responded to the Special Studies field survey, is a sufficient sample if these programs are found to be homogeneous. To test the homogeneity of responses, the following statistical analyses were performed: crosstabs, analyses of variance (ANOVAs), t-tests, and correlations. The results indicated the following:

- The difference in state preschool referrals was significant among geographical areas of the state only for coastal counties ($p = .02$).
- There were differences in Regional Center referrals in that only 62.5 percent of the Central valley and 25 percent of the Coastal counties indicated Regional Center cooperation, as opposed to 100 percent for Northern, Mountain, and Southern Counties ($p = .03$).
- Northern and Mountain Counties utilized parental judgment less for program evaluation purposes than did the other regions ($p = .005$).
- Funding in excess of the 10 percent based on regular K-12 enrollment was a greater need for Northern, Central Valley and Southern regions ($p = .05$).
- Urban and semi-urban LEAs expressed a greater need for research and accurate knowledge about intervention outcomes than did rural LEAs ($p = .02$).
- Master Plan LEAs cited a far greater incidence of private physician referrals than did non-Master Plan LEAs, i.e., 57.1 percent versus 9.1 percent respectively ($p = .04$).
- One-way ANOVAs indicated no variations among geographic regions at a statistically probable level (F PROB $< .20$).
- T-tests revealed differences among Master Plan and Non-Master Plan LEAs only in numbers of sources of referrals, family support services, and evaluation techniques ($p < .05$).
- Pearson correlation coefficients yielded no significant results.

Out of a possible 56 items analyzed six ways, or a total of 336 possible differences, the results were statistically different only eleven times, i.e., for only 3.3 percent of the possible items. This indicates strong homogeneity among the LEAs' responses and leads one to conclude that the survey results generalize to infant intervention programs throughout the state.

Needs and Recommendations Reported From the Field

The Special Studies survey asked LEAs to indicate whether their programs had needs in any of four specific areas. The percentages of responses in each category are listed below, in order of most frequently cited needs first. The results indicate that the two greatest needs are for adequate funding and for resources to be able to work more effectively with parents (e.g., counseling/parent-support services).

Needs Related to Admission and Referral.

Sufficient resources (staff, space, etc.) to serve all eligible children.	56%
Willingness of parents to acknowledge problems.	52%
Criteria for identifying handicapped children needing intensive special education services.	40%
Willingness of private physicians and other practitioners to make referrals.	36%
Other	8%

Needs Related to the Delivery of Services.

Research and accurate knowledge with regard to intervention outcomes.	52%
Counseling/parent-support services.	48%
Parental involvement with program.	40%
Baby sitting for siblings.	36%
Help with individual family complications. (E.g., child abuse, etc.)	32%
Adequate assessment resources (e.g., personnel, coordination with medical resources, reliable and valid instruments, etc.)	28%

Appropriate placements for infants who leave your program(s).	28%
More regular attendance.	24%
Transportation services.	24%
Other.	20%
Bilingual services.	16%

Needs Related to Funding.

Funding in excess of 10% based on K-12 enrollment.	76%
Continuous and predictable funding.	72%
Administrative support for serving infants.	24%
Certification requirements for non-public schools so as not to limit integration options.	20%
Other	12%

Needs Related to Staffing.

Properly trained/credentialed persons to hire.	28%
Personnel with appropriate cultural/linguistic background.	28%
Lack of support services for staff.	16%
Less turnover.	8%
Other	8%

LEAs were also asked whether they had recommendations in any of four separate areas: delivery of service, funding, services provided by the State Department of Education, and Title 5 regulations. The questions elicited at least one recommendation per LEA, although delivery of service elicited more than three responses per LEA. Some of these recommendations offer solutions to the needs expressed above, particularly funding. Others provide a close definition of an effective infant intervention program and related policy and SDE considerations. Recommendations are grouped below by percentages of common responses.

Delivery of Services

When asked what services an infant intervention program should provide, LEAs had seven recommendations to make. They are grouped as follows, most frequently cited recommendations first:

32% Parent education or parent training, in the home as appropriate, so that parents and staff become a team which works with the exceptional infant. Approximately one-third of this group recommended more occupational or physical therapy for infant programs and parent training in this area.

19% Program options different from the usual special education interventions. LEAs recommend home-based or home-center programs and transdisciplinary approaches.

17% A diagnostic team, utilizing a transdisciplinary resource staff, to conduct on-going developmental assessment and programming.

15% Some form of counseling for parents, both to develop coping strategies for individual families and to develop a support network among the families themselves so that they can rely on themselves and each other to address their children's and their own needs.

11% A viable referral system which utilizes the many resources of the community.

4% Sufficient bilingual personnel to work effectively with parents who bring another language or cultural understanding with their infants to the program.

1% The same services for children of hearing impaired adults which are currently available for the deaf or hard of hearing child, 1-6 to 3 years of age.

The survey made no attempt to identify the ethnic populations served by infant intervention programs. The low incidence of response to questions regarding bilingual personnel may indicate that other-language-speaking families are not being adequately served with respect to either numbers of families or types of staff. In any event, demographic data indicate that the numbers of minority children are growing and that a large proportion of these come from homes where another language predominates. This may therefore be an area which early interventionists should watch closely, since there would be implications for the staffing patterns of programs.

Recommendations Regarding Funding

All LEAs by their responses recommended funding in excess of the 10 percent K-12 funding limitation currently imposed. Sixty-five percent (65%) of the responses recommended on-going predictable funding for 100 percent of the costs, including equipment, associated with infant intervention programs. Respondants wanted funding for all exceptional infants birth to three years of age, and further expected that home-based programs would be included in the allocation.

Twenty-three percent (23%) of the responses recommended specific funding levels. One suggestion was funding equal to that provided five-year-olds in SDC with DIS; another recommended a funding level in excess of DCH. Twelve percent (12%) of the responses recommended financial waivers to fund existing programs.

Recommendations Regarding Services through the State Department of Education

There were three sets of recommendations regarding the State Department. Funding topped the list, as 68 percent recommended that the State Department act to ensure adequate funding. As one respondant wrote, "General funds can't cover permissive programs." Specific suggestions included removing infants from the 10 percent K-12 funding limitation or granting waivers for the numbers of children above the 10 percent limitation. Respondants want the State Department to recognize and incorporate early intervention into regular special education and provide the funding necessary for such programs.

Twenty-seven percent (27%) recommended continuing the level of consultant assistance currently available, but with modifications. These included better coordination by the State among programs serving age categories and consultant services that cut across handicapping conditions.

Finally, 5 percent of respondants recommended greater flexibility in identifying infants at risk for retardation or serious problems due to neonatal injuries or recognized birth defects.

Recommendations Regarding Title 5 Regulations

Eighty-five percent (85%) of responses indicated that Title 5 Regulations were inadequate in some way with regard to infant intervention programs. A number of responses mentioned that the definition of intensive needs was vague and misleading. Others noted that few items related directly to infants. Seven respondants thought that an adequate definition would make services more uniform throughout the state and deter LEAs from interpreting guidelines according to their own needs.

Only 15 percent of the responses favored more flexible regulations. These respondants favored regulations which would allow local IEP teams to make their own determinations in applying criteria. Two others said that they would not like to see specificity mean more restrictiveness.

Only one quarter of the LEAs which responded to the survey had specific written eligibility criteria for infants requiring special education.

Summary

Cross-referencing a variety of sources, it was found that as of June 1, 1981, there were 68 Districts and County Offices serving 2,206 infants with exceptional needs (26 infants per program at any one time or 35 infants annually) in California. The Special Studies field survey found that there are approximately three programs offered for every two LEAs providing services to infants. Therefore, it is estimated that there are 102 infant programs operated by 68 LEAs in the state.

The number of infants (2,206) documented on the annual Special Education Pupil Count represents a 50 percent increase over the number served in 1979-80. Using Maternal and Child Health Perinatal Statistics, however, there are an estimated 30,661 infants (or 2.9 percent of the total), ages birth to three years, who require early intervention. Only 5,790 infants are currently served by either the public school system or another service provider. With approximately 24,871 exceptional infants, or 81 percent, unserved and given what we now know after 50 years of research and documentation about the importance of intervention at the earliest age possible, exceptional infants in the State of California represent the age group in greatest need of special education services.

The availability of infant intervention programs is consistent with the Special Education Pupil Count population in each of five geographical areas: Northern, Mountain, Coastal, Central Valley, and Southern. They also serve urban, semi-urban, and rural populations equally, as well as the four primary handicapping conditions.

The typical infant intervention program serves 26 infants at any one time (or a total of 35 infants annually) with a home/center approach with DIS and operates an average of 10.6 months per year. Service is provided one time per week in the home and four times per week in the SDC or Center. The typical program emphasizes developmental/educational intervention and active parent participation/training. With the exception of Regional Centers in three of the five geographic areas, interagency cooperation requires greater attention and coordination. Assessment and evaluation consist of a variety of techniques, including parental judgment. The Baley Scales of Infant Development, the Denver Developmental Screening Test, and the Brigance Inventory of Basic Skills are the most frequently used assessment instruments.

The typical staffing pattern consists of 7.6 professionals: a full-time special education teacher and a paraprofessional aide; a part-time nurse, speech and language therapist, either a physical therapist (or assitant) or occupational therapist (or assistant), and a social worker/counselor; and less-than-half-time (i.e., 10 hours per week) consultant services from a psychologist, nutritionist, pediatrician, and/or audiologist. On the average, staff divide their time equally among assessment, intervention, and time with parents.

The average program requires $129,461 per operational year (i.e., 10.6 months of service), or $5,948 per child. This compares favorably with the $5,015 or $5,071 cost per child for Master Plan and Non-Master Plan LEAs respectively for special day classes and centers reported to the Legislature by the State Board of Education for 1979-80. Most programs (86%) are funded at least partially through SB 1870 budgets.

The two greatest needs cited by infant early interventionists were for adequate funding and the resources to be able to work more effectively with parents (e.g., counseling/parent-support services). The next greatest needs were for more adequate criteria for identifying handicapped infants and more cooperation from private physicians and other practitioners in making referrals. LEA's recommended funding in excess of the current ten percent K-12 funding limitation; parent training and parent counseling services; flexible transdisciplinary staffing patterns, and program options; and rewording of the Title 5 Regulations to be more responsive to infant intervention programs.

SECTION 4. FINDINGS: PREKINDERGARTEN SPECIAL EDUCATION PROGRAMS

Estimated Number of Prekindergarten Children with Exceptional Needs in California and Percent Served

Again on the assumption that Pupil Count data most nearly reflect the numbers of prekindergarten children currently served by special education programs in the California public schools system, two years of the most recent R-30-SEs were compared to determine general trends in delivery of service. A problem with Census Count Data is that preschool children are defined as 3 to 5-11 years of age, i.e., kindergarten children are included in this count. This study, however, was originally designed to gather baseline data on prekindergarten handicapped children as 3 to 4-11 years of age. As the Data Acquisition Review Committee (DARC) required working with Pupil Count data in estimating the population and the number served, it was necessary to work within the 3 to 5-11 age range to obtain this portion of the data.

Complete R-30-SE data for preschool children are contained in Appendix II where tables are organized in four sets as follows:

Tables 1-1g.	SESRs reporting preschool children served in 1979-80.
Tables 2-2g.	Non-Master Plan districts reporting preschool children served in 1979-80.
Tables 3-3g.	SESRs reporting preschool children served in 1980-81.
Tables 4-4g.	Non-Master Plan districts reporting preschool children served in 1980-81.

Each of the four sets of tables in Appendix II is organized in the same pattern. Using Table 1 set as an example, they are found in the following order:

Table 1.	Aggregated data for all SESRs.
Table 1a-e.	Data displayed for five geographical areas as explained on page 27 and as shown by the map on page 28.
Table 1f-g.	Data displayed for three community settings--urban, semi-urban, and rural--as explained on page 27.

Analysis of these data indicates a total increase of 875 preschool children reported, or 4.6 percent, from 1979-80 to 1980-81 as shown in Table 28 on the following page. (With the number of SESRs changing from 21 in 1979-80 to 42 in 1980-81, comparison of increases among SESRs and Non-Master Plan districts was not possible.)

TABLE 28

TOTAL NUMBERS OF EXCEPTIONAL PRESCHOOL CHILDREN, THREE TO SIX YEARS OF AGE, SERVED BY SPECIAL EDUCATION PROGRAMS IN THE CALIFORNIA PUBLIC SCHOOLS SYSTEMS, 1979-80 AND 1980-81

Organizational Unit	1979-80		1980-81		Increase/ Decrease
	Total Number in Special Education All Ages Reported	Total Number Preschool Children Reported	Total Number in Special Education All Ages Reported	Total Number Preschool Children Reported	
Master Plan	102,275	4,205	210,805	10,332	Not Comparable
Non-Master Plan	254,151	14,984	149,936	9,732	Not Comparable
Totals	356,426	19,189 (5.4% of total)	360,741	20,064 (5.6% of total)	+875 (+4.6%)

Source: Special Education Pupil Count Data

Although many districts were in transition to Master Plan status during 1980-81, districts maintained their same geographic and demographic characteristics, making the analyses in Tables 29 and 30 possible.

TABLE 29

COMPARISON OF NUMBERS OF PRESCHOOL CHILDREN (3 TO 5-11 YEARS OF AGE) SERVED BY GEOGRAPHIC DISTRIBUTION, 1979-80 AND 1980-81, MASTER PLAN AND NON-MASTER PLAN PROGRAMS COMBINED

Geographic Area	1979-80 (% Total)	1980-81 (% Total)	Increase/ Decrease
Northern	795 (4%)	1,055 (5%)	+260 (+33%)
Mountain	433 (2%)	463 (2%)	+30 (+7%)
Central	3,986 (21%)	3,961 (20%)	-25 (-1%)
Coastal	5,148 (27%)	6,298 (31%)	+1,150 (+22%)
Southern	8,827 (46%)	8,287 (41%)	-540 (-6%)
TOTALS	19,189	20,064	+875 (4.6%)

Source: Special Education Pupil Count Data

TABLE 30

COMPARISON OF NUMBERS OF PRESCHOOL CHILDREN (3 TO 5-11 YEARS OF AGE) SERVED BY COMMUNITY SETTING, 1979-80 AND 1980-81, MASTER PLAN AND NON-MASTER PLAN PROGRAMS COMBINED

Community Setting	1979-80 (% Total)	1980-81 (% Total)	Increase/ Decrease
Urban	8,966 (47%)	8,147 (41%)	-819 (-9%)
Semi-Urban	5,681 (30%)	7,249 (36%)	+1,568 (+28%)
Rural	4,542 (24%)	4,668 (23%)	+126 (3%)
TOTALS	19,189	20,064	+875 (4.6%)

Source: Special Education Pupil Count Data

Analysis of services to preschool children with exceptional needs displayed in Table 31 below indicates that the type of handicap predominantly reported was CH. There were slight percentage increases in LH and SH children in 1980-81 and a slight decrease in PH and CH children.

TABLE 31

STATEWIDE COMPARISONS OF SERVICES TO PRESCHOOL CHILDREN WITH EXCEPTIONAL NEEDS, (3 TO 5-11 YEARS OF AGE), 1979-80 AND 1980-81, MASTER PLAN AND NON-MASTER PLAN PROGRAMS COMBINED

Type of Handicap	1979-80 (% of Total)	1980-81 (% of Total)
Communicatively Handicapped (CH)	14,370 (75%)	14,928 (74%)
Physically Handicapped (PH)	2,346 (12%)	1,945 (10%)
Learning Handicapped (LH)	611 (3%)	1,048 (5%)
Severely Handicapped (SH)	1,862 (10%)	2,143 (11%)
TOTALS	19,189	20,064

Source: Special Education Pupil Count Data

The number of preschool children served and their types of handicaps are the only reliable pieces of information retrievable from the Pupil Count data. From analysis of 1979-80 data, it was not clear whether; a) districts reporting actually served preschool children; or b) preschool children simply resided within a district's boundaries, were reported on the R-30-SE (the Pupil Count form), but were served elsewhere.

As with infant programs, the current R-30-SE does not identify the nature of preschool programs in the state. The tables in Appendix II are close approximations to the R-30-SEs. Only the headings are different. Program options include the following:

- Regular class with Designated Instructional Service (DIS)
- Resource Specialist Program (RSP)
- Special Day Class, including integrated classes (SDC)
- Home or Hospital Instruction (HHI)
- Nonpublic School under Master Plan

Preschool interventionists can be at a loss how best to report children on the R-30-SEs because their programs can also take any one of the following ten (10) forms, in addition to Nonpublic School under Master Plan:

- •Home only
- •Home with RSP
- •Home with DIS
- •Home-Center combination
- •Home-Center with DIS
- •Center or SDC only
- •Center or SDC with DIS
- •RSP
- •RSP with DIS
- •DIS only

The same problem thus exists for preschool programs as it does for infant programs. The R-30-SE, as presently designed, provides policy planners and program analysts with numbers of preschool children served by handicapping condition, but no indication of delivery of service. Without knowledge of service mode, it is difficult to calculate costs accurately. Preschool programs, like infant programs, are at a serious disadvantage without adequate and accurate programmatic and fiscal data.

The second issue is likewise whether all exceptional preschool children in the state are being served. To answer this question, the number of exceptional preschool children in California first had to be determined. Then it was possible to estimate if the programs offered by the public schools system and by other agencies reached all known preschool children.

According to the 1980 Census Data obtained from the Demographic Research Unit of the State Department of Finance, there were approximately 2,027,020 children under six years of age in California in 1980. The Department of Finance derived percentages for their 1976-1980 projections[1/] for each of the six cohorts involved, and the results indicate that there are approximately equal percentages in each cohort. (I.e., there are the same number of 0-1 year olds as 1-2 year olds etc., or about 16 percent of the total for each cohort.)

If we apply the Department of Finance percentages to the 1980 census data, the numbers of children in the three age cohorts are approximately as follows:

3 to 3-11 years old	328,377
4 to 4-11 years old	320,269
5 to 5-11 years old	318,242
TOTAL	966,838

1/ Precise numbers of children in each age group are not yet available from 1980 Census Data. The projected total used between 1976 and 1980 is sufficiently close to the 1980 figure that the proportions were judged reliable by the Department of Finance's Demographic Research Unit.

Next, the percentage of preschool children requiring special education services had to be determined. For the school-age child, the proportion is ten percent (10%). Special Educators generally speak in terms of five percent (5%) when they are discussing exceptionality among preschool children.

Using five percent (5%) and applying it to the 1980 Census figure of 966,888 preschool children, there are approximately 48,344 children 3 to 5-11 years old in California who require early intervention. Special education currently serves only 20,064 preschool children or 41.5 percent.

We cannot assume, however, that 58.5 percent of exceptional preschool children go unserved. There are Head Start programs, private preschools, and other agencies, in addition to the public schools, which also administer to their needs, but there are no current data available which indicate level of service. For example, although we know that 2,282 handicapped preschool children were served by Head Start in 1978-79, figures for 1979-80 will not be available until fall 1981. Recent years have been times of tremendous change for Head Start with regard to handicapped services, so we might expect to see larger numbers of children served in 1979-80, 1980-81. There are no similar sources of data readily available for other programs.

Therefore, it is only possible to say that the public schools serve less than half the number of preschool children with exceptional needs and that there is probably a significant percentage of children in this age range which are not being served at all.

General Programmatic Information

Numbers of Programs and Other Characteristics

There were 138 Districts and County Offices serving pre-kindergarten children, 3 to 4-11 years old, with exceptional needs in the State of California as of June 1, 1981. This figure was derived by cross-referencing the returns from the Special Studies field survey, the results of the 1980-81 Special Education Pupil County showing districts, County Offices, and SESRs which claimed children 3 to 5-11 years of age, and telephoning those where there were questions. The 138 districts and County Offices are presented in Appendix III. Those which responded to the Special Studies survey are noted with an asterisk. A small number of LEAs returned surveys too late to process, and their results were not included in the data analysis.

Ninety-three (93) districts and County Offices, or 67 percent of the 138 LEAs, responded to the Special Studies field survey conducted in April and May of 1981 in time to be included in the analysis procedure. These 93 respondants reported offering 166 separate programs for preschool children, or 1.78 programs per LEA. Using this factor of 1.78, it is estimated that there are 246 special education programs for prekindergarten children operated by 138 LEAs in the state.

This report also assumes that the 67 percent return represents a random sample of preschool special education programs throughout the state and therefore that what is true of these respondants generalizes to all programs. A comparison of Tables 32-34 with Tables 29-31 indicate that the geographic and demographic characteristics of the sample almost match those of the entire population, which validates the generalizability of survey results.

Survey results indicated that prekindergarten special education programs predominantly serve semi-urban and rural populations Urban populations are less well served. Table 32 illustrates these results. Almost two-thirds of the programs, however, are located in the southern and coastal portions of the state as shown in Table 33. (Cf. Section II, page 27 for definitions of geographic regions and demographic characteristics.) It would be necessary to know the 1980 census figures by county to determine if the programmatic distribution is appropriate to the prekindergarten population.

TABLE 32

DISTRIBUTION OF CALIFORNIA PRESCHOOL SPECIAL EDUCATION PROGRAMS ACCORDING TO DEMOGRAPHIC CHARACTERISTICS OF SERVICE AREA, 1980-81, AS REPORTED ON THE SPECIAL STUDIES FIELD SURVEY

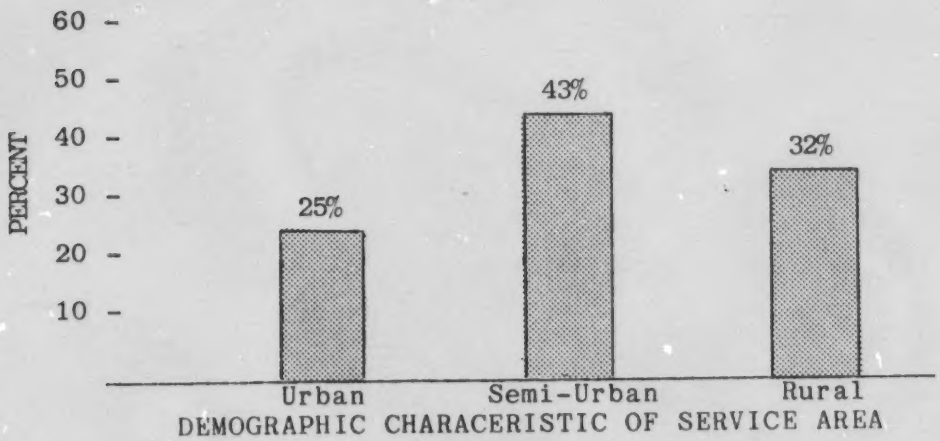
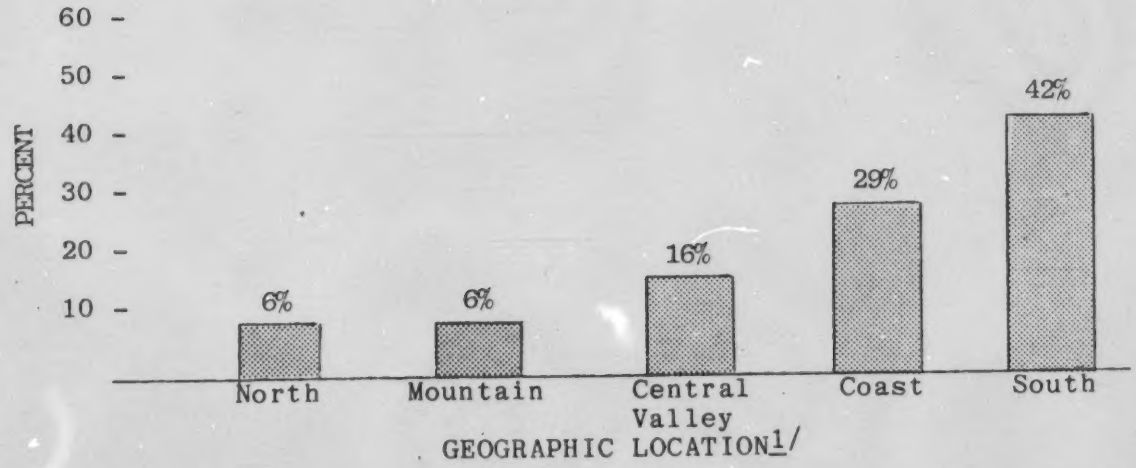


TABLE 33

DISTRIBUTION OF PRESCHOOL SPECIAL EDUCATION PROGRAMS ACCORDING TO GEOGRAPHIC LOCATION WITHIN CALIFORNIA, 1980-81

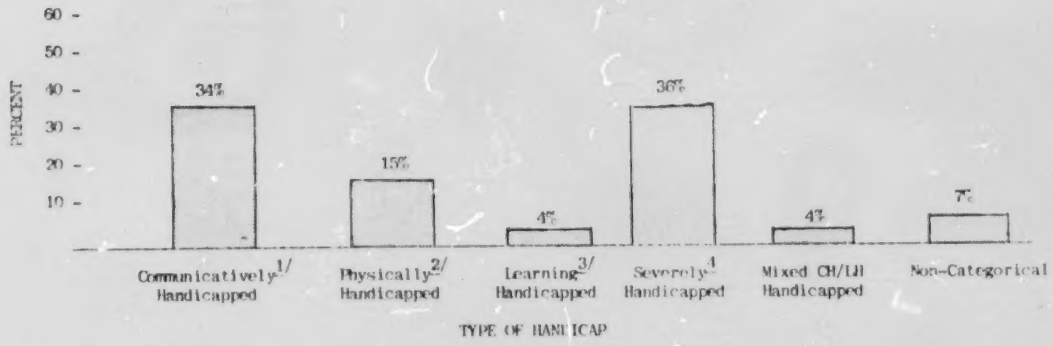


1/ See Figure 28 for map of California showing geographic divisions.

These 166 programs also serve a variety of handicaps, with the largest percentage of programs reporting severely handicaped children, followed closely by communicative handicaps. (See Table 34.) When the 166 preschool programs were analyzed separately, the ovewhelming majority (80%) served preschool children with a center or Special Day Class (SDC) program and usually with Designated Instructional Services (DIS). Only nine percent (9%) indicated that service delivery consisted of a home component. A scant one percent (1%) utilized RSP or RSP with DIS. (See Table 35.) Given what is known about the home component (see page 22), it would seem that prekindergarten programs are missing an important early intervention opportunity.

TABLE 34

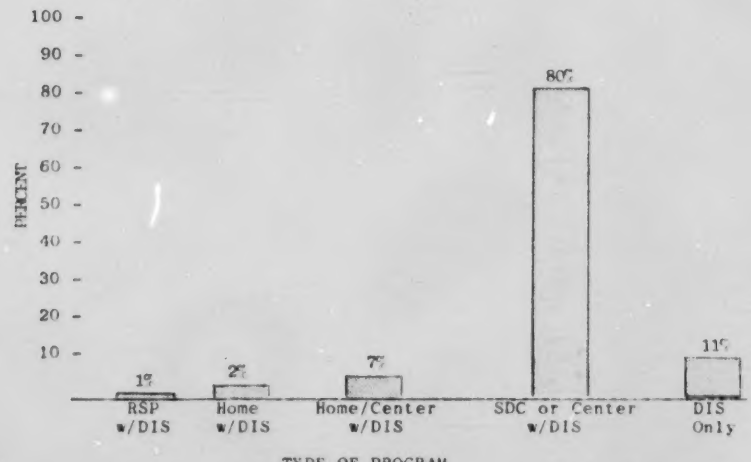
TYPES AND DISTRIBUTION OF HANDICAPS REPORTED SERVED BY PRESCHOOL PROGRAMS IN CALIFORNIA, 1980-81, ACCORDING TO RESULTS OF THE SPECIAL STUDIES FIELD SURVEY



1/ Included Deaf, Hard of Hearing, Aphasic Language and Speech, and Mixed Communicatively Handicapped.
2/ Included Mixed Physically Handicapped, and one case of Mixed Communicatively/Physically Handicapped.
3/ Included Learning Disability, Educationally Retarded, and Mixed Learning Handicapped.
4/ Included Trainable Mentally Retarded, Developmentally Handicapped, Autistic, Mixed Severely Handicapped, and Mixed Physically/Severely Handicapped.

TABLE 35

SERVICE DELIVERY PATTERNS OF PRESCHOOL SPECIAL EDUCATION PROGRAMS IN CALIFORNIA, 1980-81



Information relative to numbers of children served, ages of children when service is first initiated, number of children served at any one time, etc. is summarized in Table 36. Table 37 contains information relative to program operation.

TABLE 36

GENERAL INFORMATION REPORTED CONCERNING PREKINDERGARTEN CHILDREN SERVED BY SPECIAL EDUCATION PROGRAMS IN CALIFORNIA, 1980-81

Age Range of Children Served	Average Age of Children When Service First Initiated	Average Number of Children Served Annually	Average Number of Children Served at Any One Time	Average Percent Turnover Rate of Children Served Annually
2.9 yrs.-5.0 yrs. (.5 SD) (.5 SD)	3.2 yrs. (.7 SD)	21 (23.5 SD)	15 (15.6 SD)	126% (57% SD)

Note: SD = Standard Deviation

TABLE 37

GENERAL INFORMATION REPORTED REGARDING PREKINDERGARTEN SPECIAL EDUCATION PROGRAMS IN CALIFORNIA, 1980-81

Type of Program Plan	Number of Years Programs Has Been in Operation	Number of Months/Yr. Program Operates	Number of Hours/Wk. Program Operates	Advisory Board Unique to Program
19% Master Plan 81% Non Master Plan	7.6 yrs. (6.8 SD)	10.5 mos. (.8 SD)	34.7 hrs. (10.0 SD)	14% yes

Note: SD = Standard Deviation

Finally, 85 percent of prekindergarten programs emphasize developmental/educational intervention. Less than half of those also emphasize parent education or parent interactive support groups. When asked which service(s) the program emphasized most, LEAs responded in order of importance as follows:

•Developmental/Education Intervention	85%
•Assessment	35%
•Parent Education	17%
•Parent Interactive/Support Groups	6%
•Outreach	4%
•Day Respite	2%
•Research	1%
•Other	5%

Most LEAs (65%) indicated that they emphasized only one area in their programs. When asked whether their program offers a particularly strong or unique component, LEAs answered: interagency cooperation, supervision by a psychologist, use of an established curriculum, multi-age groupings, parent task training and parent involvement, staff development, long-term diagnostics, and emphasis on prevention rather than remediation.

Sources of Referral

A viable referral system is an essential part of any effective special education program. Preschool programs were asked which sources contributed 10 percent or more of all referrals. The percentage returns were divided into primary, secondary, and tertiary sources of referral.

Primary Sources of Referral

Parent Referral	70%
Regional Center	56%
Local Child Find	45%

Secondary Sources of Referral

Other Infant/Preschool Programs	31%
Private Physician	24%
Hospital/Clinic	20%
State Preschools	20%
Child Care Programs	19%
Head Start	17%
California Children Services	16%

Tertiary Sources of Referral

Public Health Nurse	12%
Child Protective Services	9%
Private Citizen	9%
Other	8%
Community Social Worker	7%
Child Health and Disability Prevention	4%

LEAs indicated that they utilized an average of 3.6 sources of referral (SD 2.1). When asked which source contributes the most referrals, respondants indicated parents, and Local Child Find in that order.

These results have implications for both the Preschool/Infant SERN and the 1981-82 State Implementation Grant (SIG) which will be charged with developing interagency participation as it affects infant and prekindergarten special education programs. A potential area of interagency agreement might involve inservice of a wide variety of local agency personnel in the value of early intervention and early referral.

Basic Program and Support Services

The typical preschool special education program emphasizes developmental/educational intervention either in a center or special day class. Eighty-five percent (85%) reported service in a center or special day class; only 49 percent indicated some sort of home intervention as well. Tables 38 and 39 indicate the frequency and content of those services.

One percent (1%) of LEAs responding to the Special Studies field survey offered Resource Specialist Programs (RSP). When RSPs were offered, children were enrolled in either Head Start, private preschool or day, state-funded preschool or day care, or regular education programs. Children served by RSPs were more likely to attend state-funded preschool or day care than they were any of the other three programs.

In addition to location, frequency of service, and child/parent targets, mainstreaming opportunities are another important characteristic of programs. With prekindergarten special education there is a high percentage (72%) of programs which offer integration opportunities. These included:

•Regular School	64%
•Reverse Mainstreaming	4%
•Cross Integration	1%
•Cross Visits	1%
•Community Involvement	1%

TABLE 38

FREQUENCY AND LENGTH OF PREKINDERGARTEN INTERVENTION SERVICES IN CALIFORNIA HOME AND SDC/CENTER-BASED, 1980-81

Home or Center	Frequency or Length								
	No Response	None Served	1-2x/yr	1-2x/mo	1x/wk	2-3x/wk	5x/wk	As Needed	Average Program*
Home	8%	53%	16%	12%	6%	1%	1%	4%	6.9x/yr or 2 visits every 3 mos.
Center	2%	—	—	1%	2%	18%	77%	—	4.7x/wk or almost daily

	None or No Response	1-2 hrs/yr	1 hr/mo	1-2 hrs/biwk	1-2 hrs/wk	3-6 hrs/wk	12-15 hrs/wk	20-30 hrs/wk	As Needed	Average Program*
Home	8%	53%	9%	4%	4%	1%	—	—	4%	5.8 hrs/program or .55 hrs/mo
Center	6%	16%	1%	—	7%	3%	5%	78%	—	12.8 hrs/wk or 2.7 hrs/session

*NOTE: Averages were calculated on a 10.5 month program year.

TABLE 39

PERCENTAGE OF TIME REPORTED WORKING WITH PARENTS, CHILDREN, AND/OR PARENTS AND CHILDREN TOGETHER IN CENTER/SDC AND HOME SETTINGS, CALIFORNIA PREKINDERGARTEN INTERVENTION PROGRAMS, 1980-81

	Intervention Target	Approximate Amount of Time				
		Less Than Half	About Half	More Than Half	No Service Provided	No Response
Center/SDC	Parents	79%	2%	0%	0%	19%
	Infants	3%	4%	88%	0%	5%
	Parents & Infants Together	74%	2%	1%	1%	22%
Home	Parents	12%	3%	22%	60%	4%
	Infants	24%	1%	2%	60%	13%
	Parents & Infants Together	19%	6%	7%	60%	7%

LEAs were asked to indicate the kinds of parent/family support services offered by their programs. Such services could be provided by either regular staff, special consultants, interagency agreement, or subcontract. LEA responded as follows:

Category I Services

Parent Education	73%
Bilingual Services	68%
Transportation	68%

Category II Services

Parent Training to Modify Parent-Child Skills	55%
Community Liaison	40%
Parent Groups/Parent Counseling	35%

Category III Services

Equipment Purchase/Loan	29%
Nutrition Education	25%
Follow-Up Support after Transferring Out of Program	24%
Client Advocacy	18%

Category IV Services

Day Respite	8%
Other	6%
Sibling Groups or Sibling Counseling	4%
Day Care	3%

Assessment and Evaluation

Assessment and evaluation are as important for prekindergarten special education programs as they are for other types of educational programs. As stated in Section 3, assessment serves two purposes. Initial assessment indicates what types of intervention would best meet a given child's needs, and at what curricular level intervention should begin. Subsequent periodic assessment validates the child's progress, brings to light any weaknesses in current intervention which may have been overlooked, and provides a written record of child development with a variety of uses. Evaluation integrates assessment data and decides whether all the data taken collectively point to an effective intervention approach.

The results of the Special Study field survey indicate that programs utilize three main sources of information in diagnosing children's needs and determining program effectiveness: staff judgment, qualitative data, and quantitative assessment information. The importance of specific approaches is indicated by three categories:

Category I

Staff Judgment	74%
Qualitative Prekindergarten Assessment	59%
Quantitative Child Change Data and Comparison to Norms	53%

Category II

Parental Judgment	44%
Follow-Up Study by Comparing Child's Progress to Norm	33%

Category III

Assessment of Parents' Skills	10%
Research	1%
Other	6%

Programs use two primary assessment instruments or techniques to assess parental attitudes and skills: parent interviews and Adaptive Behavior Scales. Eighty-six percent (86%) of respondants also indicated that they used a variety of other instruments or techniques as well. In general, prekindergarten programs reported the assessment of parent skills in the evaluation process more often than did infant programs.

As for assessment of children, 83 percent of the LEAs reported that they use standardized, published, or copyrighted assessment instruments or developmental scales. The instruments cited most often included:

•Denver Developmental Screening Test (rev.)	42%
•McCarthy Scales of Children's Abilities	31%
•Learning Accomplishment Profile	13%
•Sonoma Scales	1%
•Oregon Scales	1%
•Bayley Scales of Infant Development	6%
•Variety of Others	69%

Staffing Patterns and Staff Responsibilities

Preschool early intervention programs utilize a variety of staff, some on a regular basis and some on a consultant basis (i.e., fewer than 10 hours per week). Table 40 represents the average number of staff, regular and consultant, reported per prekindergarten early intervention program. From these results a typical staffing pattern emerges.

The typical preschool intervention program consists of 7.27 full and part-time staff (S.D. 4.98) and 2.64 consultants (S.D. 2.26). (See Table 41.) Programs are likely to have a special education teacher, a paraprofesional aide, and a speech and language therapist. (Although speech therapists generally work for prekindergarten programs fewer than ten hours per week, they represent a very frequent type of staff resource to such programs.) The next most common staff members are a psychologist and a nurse. Staff which are less frequently found include audiologist/audiometrist, occupational and physical therapists, and social worker/counselor. Nutritionists and pediatritions serve as consultants. Professionals tend to be utilized on a full-time part-time, or consultant basis as follows:

Full-Time Staff
(25-35 hrs/wk)
Special Education Teacher
Paraprofessional Aide

Part-Time Staff
(10-20 hrs/wk)
Occupational Therapist or
Therapist Assistant
Physical Therapist or
Therapist Assistant
Nurse Practitioner

Consultants
(fewer than 10 hrs/wk)
Speech and Language
Therapist
Nurse
Psychologist
Social Worker/Counselor
Pediatrician
Audiologist/Audiometist
Nutritionist

The survey also asked LEAs how staff and consultant time was utilized in three principal areas: assessment, direct intervention with the child, and work with the parent(s). Approximate average percent time per week was obtained only for those programs reporting staff. Findings indicate that prekindergarten interventionists spend less time on assessment and working with parents than do infant interventionists. Tables 42, 43, and 44 report results according to the staffing pattern noted above.

TABLE 40

STAFFING PATTERNS OF PREKINDERGARTEN SPECIAL EDUCATION PROGRAMS IN CALIFORNIA: PERCENTAGES OF PROGRAMS REPORTING VARIOUS TYPES OF PROFESSIONAL INVOLVEMENT, REGULAR AND CONSULTANT, 1980-81

Type of Staff	Average Number by Type	
	Regular Staff $\bar{x}$ (SD)	Consultants $\bar{x}$ (SD)
Audiologist/ Audiometrist	.15 (.36)	.30 (.48)
Neonatologist	0	0
Neurologist	0	0
Nurse (RN/PHN)	.55 (.57)	.19 (.41)
Nurse Practitioner	.08 (.28)	.05 (.42)
Nutritionist	0	.05 (.22)
Occupational Therapist	.28 (.57)	.20 (.43)
O.T. Assistant	.04 (.20)	.05 (.25)
Physical Therapist	.23 (.53)	.16 (.38)
P.T. Assistant	.05 (.22)	.04 (.22)
Pediatrician	.04 (.20)	.09 (.29)
Psychologist	.73 (.57)	.16 (.43)
Social Worker/ Counselor	.21 (.76)	.07 (.27)
Special Education Teacher	1.33 (1.37)	.04 (.27)
Speech and Language Therapist	1.36 (3.08)	.13 (.81)
Paraprofessional Aide	1.48 (1.64)	.02 (.15)
Other (Specify)	.48 (.87)	.05 (.29)

TABLE 41

SUMMARY OF NUMBER OF STAFF AND TYPES OF SERVICE, PREKINDERGARTEN INTERVENTION PROGRAMS, 1980-81 CALIFORNIA

Staff Summaries Total Number Programs=166	Total Number Regular* Staff	Total Number Consult-ants	Total Number All Staff	Percent Regular* Staff	Percent Consult-ants	Average Percent Time Assess-ment	Average Percent Time Interven-tion	Average Percent Time With Parents
Number of Programs Reporting	160	100	96	96	96	146	147	124
Means	7.27	2.64	9.89	71.01	28.99	33.86	50.51	27.84
(Standard Deviations)	(4.78)	(2.26)	(5.37)	(19.1913)	(19.1913)	(11.4312)	(16.9353)	(6.2324)

*Regular staff is defined as part or full-time with prekindergarten special education programs.

TABLE 42

ALLOCATION OF FULL-TIME (25-35 HRS/WK) STAFF RESPONSIBILITIES, HOURS PER WEEK, AND SOURCE OF FUNDING FOR POSITIONS, CALIFORNIA PREKINDERGARTEN INTERVENTION PROGRAMS, 1980-81

Type of Staff	Total Staff Reported	Approximate % Time/Wk. Assessment				Approximate % Time/Wk Intervention				Approximate % Time/Wk Parent				Average Hrs/Wk (SD)	Source of Funding		
		25	50	75	100	25	50	75	100	25	50	75	100		% Program Budget	% Other	% Both
Special Education Teacher	228	x						x		x				30	96%	2%	2%
Paraprofessional Aide	249	x							x	x				22	96%	3%	1%

TABLE 43

ALLOCATION OF PART-TIME (10-20 HRS/WK) STAFF RESPONSIBILITIES, HOURS PER WEEK, AND SOURCE OF FUNDING FOR POSITIONS, CALIFORNIA PREKINDERGARTEN INTERVENTION PROGRAMS, 1980-81

Type of Staff	Total Staff Reported	Approximate % Time/Wk. Assessment				Approximate % Time/Wk Intervention				Approximate % Time/Wk Parent				Average Hrs/Wk (SD)	Source of Funding		
		25	50	75	100	25	50	75	100	25	50	75	100		% Program Budget	% Other	% Both
P.T. Assistant	16	x						x		x				19	17%	83%	
O.T. Assistant	16	x					x			x				15	38%	62%	
O.T.	80	x					x			x				12	29%	71%	
P.T.	66	x					x			x				12	14%	84%	2%
Nurse Practitioner	23	x					x			x				11	76%	24%	

TABLE 44

ALLOCATION OF LESS THAN HALF-TIME (FEWER THAN 10 HRS/WK) STAFF RESPONSIBILITIES, HOURS PER WEEK, AND SOURCE OF FUNDING FOR POSITIONS, CALIFORNIA PREKINDERGARTEN INTERVENTION PROGRAMS, 1980-81

Type of Staff	Total Staff Reported	Approximate % Time/Wk Assessment				Approximate % Time/Wk Intervention				Approximate % Time/Wk Parent				Average Hrs/Wk (SD)	Source of Funding		
		25	50	75	100	25	50	75	100	25	50	75	100		% Program Budget	% Other	% Both
Speech & Language Therapist	248	x						x		x				9	90%	8%	2%
Nurse	123	x					x			x				6	85%	15%	
Psychologist	149		x			x				x				5	82%	15%	3%
Social Worker/ Counselor	47	x					x			x				4	69%	30%	1%
Pediatrician	22		x			x				x				3	16%	84%	
Audiologist Audiometrist	75	x					x			x				2	68%	32%	
Nutritionist	9	x					x			x				2	0	100%	
Other	88	x						x		x				9	79%	21%	

TABLE 45

SUMMARY OF HOURS AND SOURCES OF FUNDING FOR SERVICES, CALIFORNIA PREKINDERGARTEN INTERVENTION PROGRAMS, 1980-81

Statistics Total Number of Programs Reporting=166	Total Hours Per Week All Services	Average Hours Per Week Each Service	Number Staff Funded From Program Budget	Number Staff Funded From Other Source	Number Staff Funded From Both	Percent Staff Funded From Program Budget	Percent Staff Funded From Other Source	Percent Staff Funded From Both
Number of Programs Reporting	143	143	166	166	166	148	87	9
Means	148.95	29.5363	4.02	1.32	.07	78.9707	36.4787	26.5212
(Standard Deviation)	(163.90)	(83.60)	(2.48)	(1.64)	(.29)	(22.20)	(20.23)	(10.94)

Cost Information

LEAs were asked two types of cost information per program. The first involved origional and current sources of funding. As the results in Table 46 indicate, the sources of original funding were a combination of permissive and assorted other funds. Current funding, however, comes predominately from SB 1870 allocations.

The second type of question involved various costs per program, including: instructional and support staff, administrative and secretarial staff, supplies, transportation, other expenses, and overhead. One hundred thirteen, or 68 percent, of the 166 programs were able to supply cost information.

Table 47 displays both dollar costs and percent annual budget per cost area. The results indicate that the average prekindergarten intervention program requires an $88,976 annual operating budget, assuming a 10.5 month operational year. Although the cost per program for prekindergarten intervention programs is significantly less than infant intervention programs, the cost per child is approximately the same: $5,621 per preschool child and $5,948 per infant. These figures were verified against Preschool Incentive Grant (PSIG) and Infant Preschool Discretionary Grant (IPDG) budgets which averaged $96,970 per program. Finally, the cost per preschool child compares favorably with the most recent cost per school-age child attending special education day classes or centers as reported by the State Board of Education. (Please refer to Table 27.)

TABLE 46

ORIGINAL SOURCES OF PROGRAM FUNDING FOR CALIFORNIA PREKINDERGARTEN INTERVENTION PROGRAMS AND CURRENT SOURCES AS OF 1980-81

Chronology of Sources	Title VI-B Funding	Experimental Funding	Permissive Funding	Preschool Incentive Grant	Infant Preschool Discretionary Funding	Handicapped Childrens Early Education Program Funding	SB 1870 State Funding	PL 94-142 Entitlement	Title IV-C Funding	Other Source Funding	Number of Original Sources of Funding $\bar{x}$ (SD)
Original Sources	2%	3%	31%	15%	4%	4%	—	—	—	30%	.03 (.17)
Current Sources	—	—	—	14%	1%	1%	83%	26%	1%	8%	1.41 (.58)

TABLE 47

CALIFORNIA PREKINDERGARTEN INTERVENTION PROGRAM COSTS PER YEAR AND RELATIVE COSTS PER PROGRAM, 1980-81

Cost/% Annual Budget	Instructional and Support Staff	Administrative and Secretarial Staff	Overhead	Supplies	Transportation	Other Expenses	Total Program Costs	Average Annual Per Pupil Expenditure
N Reporting	113	94	94	107	89	17	114	27
Mean Costs per Year	$55,636	$7,659	$5,948	$1,728	$17,802	$3,595	$88,976	—
Mean % Annual Budget (Standard Deviation)	71.5% (13.9)	8.9% (5.9)	6.8% (5.2)	2.5% (2.5)	16.3% (11.4)	7.0% (14.7)	—	$5621.29 (5253.39)

Differences among Prekindergarten Intervention Programs by Geography, Demography, and Master Plan Status

There are a number of differences among LEAs providing prekindergarten intervention programs when they are analyzed geographically and demographically. The areas of difference include: interagency cooperation, types of service, and perceived needs. These are itemized on the following pages.

There are additional significant ($p \leq .05$) differences among Master Plan programs as opposed to Non-Master Plan programs, with Master Plan programs offering a higher quality of service and promoting a higher level of awareness regarding prekindergarten intervention. As the entire state transitions to Master Plan according to SB 1870, these differences represent areas of improvement for districts, County Offices of Education, and new SESRs with respect to preschool intervention. They include:

- Master Plan programs are three times as likely to receive state preschool referrals.
- Master Plan programs are more than twice as likely to provide bilingual services.
- Master Plan programs are three times as likely to provide client advocacy services.
- Master Plan programs are ten times as likely to provide day respite.
- Master Plan programs are twice as likely to provide community liaison services.
- Master Plan programs are four times as likely to provide outreach services.
- Master Plan programs are four times as likely to be aware of needs in all areas related to prekindergarten intervention (i.e., help with family complications, babysitting for siblings, research funding. However, only 11 percent of Master Plan, but 22 percent of Non-Master Plan programs expressed the need for more appropriate placements, which may be an indication that Master Plan does provide more flexibility to ensure provision of an appropriate education.
- Twice as many Non-Master Plan programs expressed the need for personnel with appropriate cultural and linguistic background as did Master Plan programs.

Area of Difference	Description	Significance
Emphasis on Parent Education	The Central Valley and Northern region emphasize parent education 50 percent more than other regions in the state.	p = .002
Public Health Nurse Referrals	The Central Valley region reports 33-50 percent fewer referrals by public health nurses than other regions in the state.	p = .01
Regional Center Referrals	The Coastal region reports a 36-50 percent lower incidence of Regional Center referrals than the other regions in the state.	p = .02
Hospital or Clinic Referral	Urban programs report the highest incidence of hospital or clinic referrals. Rural programs report 75 percent as many, and semi-urban programs report less than 50 percent as many.	p = .02
Bilingual Services	Rural programs are more than twice as likely as urban programs to provide bilingual service; semi-urban programs almost three times more likely. Only one-third of the urban programs reported offering bilingual services.	p = .003
Equipment Purchase/Loan	Rural programs were most likely to provide equipment (43.3%); semi-urban programs were least likely (18.5%).	p = .009
Nutrition Education	Rural programs were most likely to provide nutrition education (43.3%); semi-urban programs least likely (12.5%).	p = .01
Inservice Staff Training	Semi-urban programs offered less staff training than either rural or urban programs.	p = .002

Criteria for Identifying Handicapped Preschool Children	Approximately two-thirds to three-fourths of the rural and semi-urban programs reported specific written eligibility criteria for preschool special education children. Fewer than half the urban programs reported such criteria.	p = .05
Sufficient Resources to Serve All Eligible Preschool Children	Urban programs (73.9%) expressed the greatest need for sufficient resources to serve all eligible preschool programs. The figures were 60 percent for semi-urban programs and 40 percent for rural programs.	p = .04
Trained Professional Staff	Urban programs (43.5%) also expressed the greatest need for trained professional staff, followed by rural programs (26.7%). Semi-urban programs seem to have a minimal need in this regard (10%).	p = .009
Staff Support Services	Two-thirds of the urban and rural programs expressed the need for more support services for staff. Almost all the semi-urban programs (92.5%) expressed this need.	p = .01

Needs and Recommendations Reported From the Field

The Special Studies survey asked LEAs to indicate whether their programs had needs in any of four specific areas. The percentages of responses in each category are listed below, in order of most frequently cited needs first.

Needs Related to Admission and Referral.

Access for parents to resource information.	72%
Criteria for identifying handicapped children needing intensive special education services.	62%
Sufficient resources (staff, space, etc.) to serve all eligible children.	57%
Willingness of parents to acknowledge problems.	41%
Willingness of private practitioners to make referrals.	22%
Other	9%

Needs Related to the Delivery of Services.

Counseling/parent-support services.	42%
Parental involvement with program.	33%
Adequate assessment resources (e.g., personnel, coordination with medical resources, reliable and valid instruments, etc.)	27%
Appropriate placements for children who leave your program(s).	22%
Bilingual services.	18%
Transportation services.	15%
Help with individual family complications.	14%
More regular attendance.	12%
Babysitting for siblings.	8%
Other	8%

Needs Related to Funding.

Continuous and predictable funding.	76%
Funding in excess of 10% based on K-12 enrollment.	49%
Administrative support for serving prekindergarten children.	29%
Certification requirements for non-public schools so as not to limit integration options.	16%
Other	9%

Needs Related to Staffing.

Properly trained/credentialed persons to hire.	24%
Personnel with appropriate cultural/linguistic background.	19%
Less turnover.	3%
Lack of support services for staff.	2%
Other	9%

In general, prekindergarten interventionists have the same needs as infant interventionists: funding, parent support services, and better criteria for identifying handicapped children. LEAs were also asked whether they had recommendations in any of four separate areas: delivery of service, funding, services provided by the State Department of Education, and Title 5 regulations. The questions elicited at least one recommendation per LEA, although delivery of service elicited more than three responses per LEA. Some of these recommendations offer solutions to the needs expressed above, particularly funding. Others provide a closer definition of an effective prekindergarten intervention program and related policy and SDE considerations. Their recommendations are grouped below by percentages of common responses.

Recommendations Regarding Delivery of Services

When asked what services preschool intervention programs should provide, LEAs made 278 specific recommendations, or 1.7 per LEA. Recommendations fell into seven areas as follows, most frequently cited recommendations first:

41% Transdisciplinary intervention through program options whereby appropriate intervention approaches would utilize the expertise of a number of professionals (e.g., nurse, occupational or physical therapist, psychiatric social worker/counselor, etc.). LEAs recommend continuous developmental programming utilizing a full complement of DIS supplied by a transdisciplinary staff. Suggested program options included intensive home programs, special classes, diagnostic classes, and flexible combinations of all of these.

25% Parent involvement/education. LEAs stressed the need to work more with parents to train them in conceptual understanding of their children's needs and specific intervention strategies for the home. LEAs also stressed the need for parent support groups and personal and group counseling.

12% Appropriate child/adult ratios and sufficient facilities, materials, and administrative support to operate quality programs. Included in this recommendation were adequate financing, transportation services, and fewer state regulations. The specific ratio of one adult for five children was advocated.

11% Intensive language development. Some LEAs wrote generally of the need for pre-speech activities or for cognitive, linguistic, and other experiences appropriate to the needs of the child according to the IEP. Other LEAs specifically recommended more speech and language therapy and peer interaction for language.

10% Greater opportunities for mainstreaming. LEAs recommended in general increased opportunities for integration. Specific suggestions included: a) transition to regular or special programs when indicated; b) RSP services in both private and public prekindergarten programs; and c) access to regular prekindergarten situations when appropriate and modifications to facilitate access.

2% There were a small number of recommendations for community outreach/awareness and advocacy.

Recommendations Regarding Funding

Only 11 percent of the LEAs indicated that their funding is adequate. One-third of the LEAs recommended funding in excess of the ten percent funding limitation currently imposed. Forty-eight percent (48%) of the LEAs had specific funding suggestions, including:

- Funding comparable to RSP services.
- More money for support personnel.
- $5,000 - $6,000 per child.
- Funding which allows one adult for every five children.
- $75,000 per class.
- Unit funding with cost-of-living adjustments.
- Additional costs beyond SDC.
- SDC funding with at least one aide.

Recommendations Regarding Services through the State Department of Education

The 170 recommendations, or one per program, fell into six categories as follows, most frequently cited recommendations first:

55% The State Department should place priority on the full funding of prekindergarten intervention programs. Specific suggestions included the development of a prekindergarten intervention funding model; establishment of criteria for funding which requires a multidisciplinary approach; establish a class size; maintain the Preschool Incentive Grant Program; provide more funding for prekindergarten DIS. LEAs indicated that there should be mandated services with full and regular funding for the child, birth to 4-11 years old. Many LEAs suggested that developmental needs should be considered a high priority and that allowances should be made for short term diagnostic placement.

29% More consultant services provided by the State Department of Education. LEAs recommended these specific services: administrative inservices; consultants who are knowledgeable about all handicapping conditions and services; better sharing of information regarding the exceptional prekindergarten child and effective programs for them; parent inservice in Spanish; a monthly newsletter about exemplary practices; and increased public awareness.

6% Consistency, clarity, and Simplicity of rules and regulations surrounding prekindergarten intervention programs. LEAs recommended consistent guidelines, fewer regulations and requirements, less paperwork, a clearer definition of intensive needs, and a moratorium on new requirements until what has been mandated becomes established.

4% Interagency cooperation. LEAs would like help from the State Department of Education in approaching the medical profession, in clairfying the Head Start handicapped program, and in enforcing interagency agreements.

3% A small number of LEAS recommended that the State Department undertake or sponsor curriculum development and identify better tests, materials, and developmental norms for young children.

2% Another small number of LEAs recommended that the State Department move to improve teacher education and require an infant (birth to 4-11 years old) specialist teaching credential.

Recommendations Regarding Title 5 Regulations

Forty-seven percent (47%) of the LEAs indicated that Title 5 regulations were adequate with respect to defining intensive special education services. The other 53 percent felt they were inadequate and offered the following varied and sometimes conflicting comments:

- There is a problem with intensive language criteria.
- More specific regulations might limit enrollment.
- Children may not necessarily have intensive needs to need intensive services.
- Current regulations rely on local specification which varies from LEA to LEA. Uniform criteria are needed throughout the state to assure equal educational opportunity.
- More specific regulations are needed to avoid misunderstanding and fair hearings should services be denied or services be unavailable.
- Guidelines are needed on limited-English-proficient (LEP) prekindergarten children.

Summary

According to the results of a Special Studies field survey cross-referenced with other information sources, as of June 1, 1981, there were 138 Districts and County Offices serving preschool children, 3 to 4-11 years of age, with exceptional needs (15 children per program at any one time or 21 annually in California). Survey results also indicated that there are approximately 1.78 programs offered for every LEA providing services to prekindergarten children. Therefore, it is estimated that there are 246 programs operated by 138 LEAs in the State.

The number of prekindergarten children (20,064) documented on the annual Special Education Pupil Count represents a 4.6 percent increase over the number served in 1979-80. Since Pupil Count data includes children 3 to 5-11 years of age in its preschool category, it was necessary to work within this age range to estimate the number of 3 to 4-11 year olds in the state. There are an estimated 966,880 children ages 3 to 5-11 years in the state. If five percent (5%) of these are exceptional children, then there are 48,344 children in need of Special Education in California. The public schools serve 41.5 percent of these, while Head Start served 2,282 in 1978-79. It can probably be assumed that 25-50 percent of preschool children with exceptional needs are not being served.

The availability of prekindergarten intervention programs seems to be consistent with the Pupil Count population in each of five geographical areas: Northern, Mountain, Coastal, Central Valley, and Southern. Prekindergarten programs probably serve urban, semi-urban, and rural areas in proportion to their populations, although it would be necessary to obtain 1980 census figures by county to be sure of this. Although Pupil Count data showed disproportionate service to communicatively handicapped children, the special studies survey results indicated more balanced service among handicapping conditions.

The typical prekindergarten intervention program serves 15 children at any one time (i.e., 15 = the average class size) with an SDC or center approach combined with DIS. The typical program operates an average of 10.5 months per year. Home visits are provided on an average of two times every three months. Service is provided daily in the SDC or Center. The typical program emphasizes developmental/educational intervention. With the possible exception of Regional Centers, interagency cooperation is an area which

requires much greater attention and coordination. Assessment and evaluation tend to rely on staff judgment. Quantitative child change was reported by only 53 percent of the LEAs. The Denver Developmental Screening Test and the McCarthy Scales of Children's Abilities are the most frequently used assessment instruments.

The typical staffing pattern consists of 7 professionals. Full-time personnel include a special education teacher and a paraprofessional aide. Part-time personnel include a nurse and either a physical therapist (or assistant) or occupational therapist (or assistant). Less-than-part-time services are provided by a psychologist, speech and language therapist, nutritionist, pediatrician, audiologist, and psychiatric social worker/counselor. On the average, regular full-time and part-time staff spend 50 percent of their time in intervention activities.

The average program requires $88,976 per operational year (i.e., 10.5 months of service), or $5,621 per child. This compares favorably with the cost per child for special day classes and centers reported to the Legislature by the State Board of Education for 1979-80. (See Table 27, page 56.) Most programs (83%) are funded through SB 1870 budgets. Twenty-six percent (26%) also receive PL 94-142 funding.

The needs and recommendations of prekindergarten programs were very similar to those of infant programs. The two greatest needs cited by prekindergarten interventionists were for adequate funding and the resources to be able to work more effectively with parents (e.g., counseling/parent-support services). The next greatest need was for more adequate criteria for identifying handicapped children. LEA's also recommended funding in excess of the current ten percent (10%) K-12 funding limitation; parent training and parent counseling services; and flexible transdisciplinary staffing patterns and program options. The difference between infant and prekindergarten programs is that the typical infant program comes much closer to meeting the services it recommends (i.e., transdisciplinary teamwork and parent involvement) than does the typical prekindergarten program which may be constrained by the traditional regidity of the regular school program.

SECTION 5. COMPARISONS OF INFANT AND PREKINDERGARTEN SPECIAL EDUCATION COSTS BY TYPE OF PROGRAM AND BY HANDICAPPING CONDITION

In Section 3, general categories of costs were presented for infant intervention programs, with the same done for prekindergarten intervention programs in Section 4. Costs per child for both age groups were comparable and also compared favorably with regular special education SDC or Center costs.

This section presents costs by type of program (i.e., program set-ups) and by handicapping conditions. Infant and prekindergarten data were combined because: a) the numbers of children in some categories were too small to be of much significance by themselves; b) infant programs tended to be Home/Center combinations, whereas prekindergarten programs tended to be SDC/Center; and, c) a check of the major program set-ups and two handicapping conditions showed comparable costs when analyzed separately for either infants or prekindergarten children as when analyzed together.

Costs by Type of Program

Table 48 displays costs by program set-up. In order to compare program types, costs per child are shown in the far right column. As is apparent from a review of the table, average costs range from a low of $1,886 per program to high of $6,716, depending upon delivery of services. Centers or SDCs with DIS reported the greatest cost per child, $6,716, followed by Home and Center programs with DIS at $6,050. Home and Center programs report greater costs per unit ($130,194 per program), but serve more than twice as many children as SDC or Center programs. The least expensive program type is DIS only, followed by RSP with DIS.

Costs by Handicapping Condition

Handicapping conditions are presented in two separate tables. Table 49 groups specific handicaps into six categories. Table 50 specifies costs by discrete handicaps, although the reader will note very small Ns in several cases. Table 50 was developed as further amplification for Table 49 and as some indication of what service to specific handicaps currently cost.

From Table 49 it can be seen that average costs range from a low of $2,472 per child for non-categorical handicaps to a high of $8,142 for severe handicaps. The total cost per program is greatest for non-categorical programs, but they also serve more children than any other program type, lowering the cost per child significantly.

TABLE 48

COMPARISON OF INFANT AND PREKINDERGARTEN EARLY INTERVENTION COSTS BY TYPE OF PROGRAM, 1980-81

Type of Program	Number of Programs Reporting	Children Served $\bar{x}$ (SD)	Instructional & Support Staff $\bar{x}$ (SD) % Annual Budget	Administrative & Secretarial Staff $\bar{x}$ (SD) % Annual Budget	Overhead $\bar{x}$ (SD) % Annual Budget	Supplies $\bar{x}$ (SD) % Annual Budget	Transportation $\bar{x}$ (SD) % Annual Budget	Other Expenses $\bar{x}$ (SD) % Annual Budget	Total Costs Per Year $\bar{x}$ (SD)	Average Cost Per Child
Home Only	1	15.00 (0.0)	$46,834 (0.0) 83%	$5,670 (0.0) 10%	$4,200 (0.0) 7%	0	0	0	$56,704 (0.0)	$3,780 (0.0)
Home with DIS	4	25.25 (14.27)	$37,532 (25,385) 76%	$5,737 (4,339) 10%	$5,102 (6,249) 13%	$2,179 (1,819) 2%	$1,023 (987) 3%	$550 (1,100) 7%	$52,123 (38,115)	$2,131 (946)
Home and Center with DIS	27	37.62 (62.78)	$94,863 (142,681) 70%	$8,043 (12,861) 7%	$7,483 (12,254) 6%	$2,559 (3,597) 5%	$15,098 (17,197) 17%	$2,148 (7,929) 2%	$130,194 (180,361)	$6,050 (5,430)
SCD or Center with DIS	95	16.64 (17.01)	$62,788 (59,131) 68%	$7,655 (11,108) 14%	$6,290 (7,622) 7%	$1,996 (2,140) 3%	$16,986 (27,018) 18%	$434 (1,615) 3%	$96,151 (92,478)	$6,716 (5,689)
RSP with DIS	1	15.00 (0.0)	$40,000 (0.0) 84%	$5,000 (0.0) 11%	$300 (0.0) 6%	$200 (0.0) 2%	$2,000 (0.0) 4%	0	$47,500 (0.0)	$3,167 (0.0)
DIS Only	13	35.86 (30.18)	$29,752 (44,282) 85%	$2,608 (3,993) 11%	$1,939 (3,214) 7%	$414 (650) 3%	$676 (2,203) 3%	0 0	$35,390 (48,868)	$1,886 (3,996)
Average of All Programs	141	23.08 (32.48)	$62,833 (80,955) 70%	$6,956 (10,633) 9%	$5,817 (8,307) 7%	$1,905 (2,379) 3%	$13,904 (23,443) 16%	$727 (3,722) 3%	$92,142 (111,583)	$5,716 (5,506)

TABLE 49

COMPARISON OF INFANT AND PREKINDERGARTEN EARLY INTERVENTION COSTS BY MAJOR HANDICAPPING CATEGORIES, 1980-81

Type of Program	Number of Programs Reporting	Children Served $\bar{x}$ (SD)	Instructional & Support Staff $\bar{x}$ (SD) % Annual Budget	Administrative & Secretarial Staff $\bar{x}$ (SD) % Annual Budget	Overhead $\bar{x}$ (SD) % Annual Budget	Supplies $\bar{x}$ (SD) % Annual Budget	Transportation $\bar{x}$ (SD) % Annual Budget	Other Expenses $\bar{x}$ (SD) % Annual Budget	Total Costs Per Year $\bar{x}$ (SD)	Average Cost Per Child
Communicative	39	15.15 (17.48)	$37,872 (31,929) 76%	$2,804 (2,787) 7%	$3,008 (2,978) 6%	$970 (1,127) 2%	$6,736 (9,758) 15%	$90 (464) 2%	$51,480 (40,417)	$5,460 (5,989)
Physical	17	13.54 (11.64)	$57,864 (66,391) 65%	$10,133 (15,353) 12%	$6,771 (8,709) 8%	$1,790 (2,116) 2%	$15,224 (19,361) 17%	$472 (1,787) 3%	$92,253 (102,135)	$6,005 (3,665)
Learning	5	14.86 (10.61)	$69,072 (42,915) 77%	$5,888 (6,189) 9%	$3,324 (4,312) 3%	$2,227 (1,611) 3%	$15,728 (19,953) 20%	0 0 0	$96,238 (67,585)	$4,128 (3,275)
Severe	37	12.09 (12.61)	$69,240 (59,572) 65%	$7,757 (10,487) 8%	$7,604 (9,147) 7%	$2,389 (2,503) 2%	$23,625 (34,097) 20%	$607 (1,956)	$111,222 (97,699)	$8,142 (6,545)
Mixed Types	6	23.20 (21.15)	$57,913 (84,068) 75%	$8,577 (12,479) 8%	$4,653 (7,082) 7%	$1,364 (1,447) 3%	$15,283 (27,055) 13%	$225 (636) 2%	$98,015 (129,070)	$3,224 (1,709)
Non-Categorical	16	36.48 (47.14)	$106,311 (160,960) 73%	$11,100 (13,845) 11%	$8,609 (12,905) 8%	$3,251 (3,764) 4%	$8,408 (16,392) 9%	$2,962 (8,896) 4%	$140,643 (201,740)	$2,472 (1,532)
Average of All Programs	141	16.96 (22.76)	$62,833 (80,955) 71%	$6,956 (10,633) 9%	$5,817 (8,307) 7%	$1,905 (2,379) 3%	$13,904 (23,443) 16%	$727 (3,722) 3%	$92,142 (111,583)	$5,716 (5,506)

TABLE 50

COMPARISON OF INFANT AND PREKINDERGARTEN EARLY INTERVENTION COSTS BY SPECIFIC TYPE OF HANDICAP REPORTED, 1980-81

Type of Program	Number of Programs Reporting	Children Served $\bar{x}$ (SD)	Instructional & Support Staff $\bar{x}$ (SD) % Annual Budget	Administrative & Secretarial Staff $\bar{x}$ (SD) % Annual Budget	Overhead $\bar{x}$ (SD) % Annual Budget	Supplies $\bar{x}$ (SD) % Annual Budget	Transportation $\bar{x}$ (SD) % Annual Budget	Other Expenses $\bar{x}$ (SD) % Annual Budget	Total Costs Per Year $\bar{x}$ (SD)	Average Cost Per Child
Deaf	5	7.50 (3.55)	$33,032 (11,444) 74%	$2,343 (1,862) 7%	$2,556 (2,683) 6%	$614 (334) 2%	$6,657 (6,024) 18%	$50 (112) 6%	$45,252 (15,982)	$6,066 (1,163)
Hard of Hearing	2	13.00 (1.73)	$66,641 (31,606) 73%	$3,623 (1,871) 5%	$3,185 (1,110) 4%	$1,013 (1,019) 2%	$18,379 (16,311) 26%	0	$92,841 (44,694)	$6,099 (2,119)
Aphasic	4	9.33 (5.07)	$37,857 (24,297) 82%	$3,619 (2,991) 8%	$2,597 (3,812) 5%	$706 (633) 2%	$3,539 (5,858) 9%	$34 (76) 3%	$48,352 (31,598)	$4,476 (2,393)
Language & Speech	12	25.52 (24.75)	$31,361 (43,554) 87%	$1,479 (1,304) 9%	$2,130 (3,233) 7%	$336 (295) 2%	$271 (793) 2%	$264 (832) 4%	$35,841 (47,065)	$1,741 (3,829)
Physically Orthodedically	6	12.75 (6.30)	$55,563 (23,601) 63%	$11,501 (16,404) 11%	$9,493 (11,435) 10%	$1,574 (2,058) 2%	$17,681 (24,377) 20%	$1,143 (3,024) 7%	$96,955 (57,134)	$8,505 (5,165)
Learning Disability	1	15.00 (0.0)	$81,358 (0.0) 60%	$5,940 (0.0) 4%	$3,220 (0.0) 2%	$635 (0.0) .5%	$43,639 0 32%	0	$134,792 (0.0)	$8,986 (0.0)
Educable Retarded	1	6.00 (4.24)	$41,000 (0.0) 75%	$9,000 (0.0) 17%	$400 (0.0) 1%	$4,000 (0.0) 7%	0	0	$54,400 (0.0)	$4,533 (0.0)

TABLE 50--Continued

Type of Program	Number of Programs Reporting	Children Served $\bar{x}$ (SD)	Instructional & Support Staff $\bar{x}$ (SD) % Annual Budget	Administrative & Secretarial Staff $\bar{x}$ (SD) % Annual Budget	Overhead $\bar{x}$ (SD) % Annual Budget	Supplies $\bar{x}$ (SD) % Annual Budget	Transportation $\bar{x}$ (SD) % Annual Budget	Other Expenses $\bar{x}$ (SD) % Annual Budget	Total Costs Per Year $\bar{x}$ (SD)	Average Cost Per Child
Trainable Mentally Retarded	8	14.15 (14.92)	$66,025 (65,265) 65%	$11,156 (17,364) 10%	$3,989 (6,265) 5%	$1,316 (1,227) 2%	$20,439 (22,601) 24%	$889 (2,667) 7%	$103,814 (106,182)	$5,020 (1,928)
Developmentally Handicapped	9	12.00 (9.35)	$98,165 (80,529) 62%	$9,249 (11,986) 7%	$14,572 (13,017) 9%	$4,168 (3,767) 3%	$30,112 (19,609) 21%	$1,663 (2,915) 3%	$157,929 (108,539)	$10,827 (9,324)
Autistic	9	8.00 (10.88)	$52,148 (44,370) 68%	$5,924 (5,784) 7%	$6,349 (7,502) 7%	$1,143 (1,229) 3%	$15,842 (19,563) 18%	0 0	$81,406 (76,884)	$8,417 (2,714)
Mixed CH	19	8.82 (6.20)	$39,406 (26,972) 66%	$3,557 (3,568) 7%	$3,855 (7,502) 7%	$1,593 (1,451) 3%	$10,524 (10,921) 18%	0	$58,935 (37,893)	$8,200 (7,609)
Mixed PH	13	14.21 (15.03)	$59,103 (81,827) 66%	$9,396 (15,709) 13%	$5,306 (6,932) 7%	$1,906 (2,220) 2%	$13,901 (17,057) 15%	$110 (286) 2%	$89,722 (121,920)	$4,654 (1,524)
Mixed LH	3	19.25 (11.87)	$74,333 (56,323) 82%	$4,833 (8,372) 7%	$4,333 (5,601) 5%	$2,167 (1,541) 3%	$11,667 (16,073) 13%	0	$97,333 (86,691)	$2,374 (2,226)

TABLE 50—Continued

Type of Program	Number of Programs Reporting	Children Served $\bar{x}$ (SD)	Instructional & Support Staff $\bar{x}$ (SD) % Annual Budget	Administrative & Secretarial Staff $\bar{x}$ (SD) % Annual Budget	Overhead $\bar{x}$ (SD) % Annual Budget	Supplies $\bar{x}$ (SD) % Annual Budget	Transportation $\bar{x}$ (SD) % Annual Budget	Other Expenses $\bar{x}$ (SD) % Annual Budget	Total Costs Per Year $\bar{x}$ (SD)	Average Cost Per Child
Mixed SH	13	13.13 (14.58)	$61,948 (42,622) 66%	$5,526 (4,134) 8%	$5,615 (5,678) 7%	$2,625 (1,871) 3%	$26,230 (53,812) 19%	$19 (69) .4%	$101,064 (94,271)	$8,050 (7,538)
Mixed CH + PH	1	8.00 (0.0)	$17,183 (0.0) 86%	$1,654 (0.0) 8%	0 8%	$1,067 (0.0) 5%	$25 (0.0) .1%	0	$19,929 (0.0)	$1,329 (0.0)
Mixed CH + LH	3	15.40 (9.21)	$30,933 (15,704) 80%	$3,560 (2,494) 8%	$1,067 (1,595) 7%	$633 (751) 3%	$1,333 (1,155) 4%	0	$37,527 (17,015)	$2,317 (1,454)
Mixed PH + LH	2	39.00 (46.67)	$144,450 (174,585) 70%	$19,250 (26,658) 5%	$11,950 (13,364) 5%	$2,650 (2,758) 2%	$38,000 (48,083) 16%	0	$216,300 (265,448)	$4,628 (196)
Mixed PH + SH	2	34.50 (14.85)	$72,210 (8,376) 67%	$8,890 (3,934) 8%	$5,062 (540) 5%	$1,324 (957) 1%	$21,120 (29,868) 35%	$900 (1,273) 2%	$109,506 (15,868)	$5,030 (0.0)
Non-categorical	20	36.48 (47.14)	$106,311 (160,960) 73%	$11,100 (13,845) 11%	$8,609 (12,905) 8%	$3,251 (3,764) 4%	$8,408 (16,392) 5%	$2,962 (8,896) 4%	$140,643 (201,740)	$2,472 (1,532)
Total All Programs	141	16.96 (22.76)	$62,833 (80,955) 71%	$6,956 (10,633) 9%	$5,817 (8,307) 7%	$1,905 (2,379) 3%	$13,904 (23,442) 16%	$727 (3,722) 3%	$92,142 (111,583)	$5,716 (5,506)

SECTION 6. CONCLUSIONS

Five decades of research have consistently shown that intervention with exceptional infants and prekindergarten children has been effective in accelerating and maintaining their development. Evidence further indicates that intervention beginning in the first two years--the years of rapid growth and development--is more effective than that beginning later in the child's life. These services, although initially expensive, decrease the cost of special services to these children over time.

In California in 1980-81, 68 LEAs served 2,206 infants out of a total 30,661 infants estimated to need early intervention. Data developed by the State Council on Developmental Disabilities indicates that approximately 5,790 infants are served by either the public schools system or other service provider. All information indicates that infants are grossly underserved by special education or other service providers in this state.

There are approximately 48,344 children ages 3 to 5-11 years old who require early intervention. The public schools system now serves 20,064 of these children. There were 138 LEAs offering approximately 246 programs for the prekindergarten exceptional child (3 to 4-11 years old) as of June 1, 1981. With an average 21 children served annually per program, the schools system serves 5,166 prekindergarten children. However, since the number of children in each age cohort (3 to 3-11, 4 to 4-11, and 5 to 5-11) are approximately equal, there are 32,229 prekindergarten children needing special education. The public schools serve only 16 percent of these. There was no means available to estimate the numbers served by other agencies, but one can probably be sure that this group is underserved as well, if not to the same extent as exceptional infants.

The majority of infant intervention programs are both Home and Center-based with DIS. Another large proportion provides services only in the home. The typical prekindergarten intervention program tends to be SDC or center-based with DIS. Needs and recommendations originating from the field indicate that prekindergarten programs recommend more home involvement and greater transdisciplinary service than what the data currently show. Since costs are basically comparable for infants and prekindergarten intervention programs, one can only conclude that the "infant model" is within the economic grasp of prekindergarten programs, but that prekindergarten programs are limited by the traditional rigidity of the regular school program.

Infant programs cost an average of $5,948 per child; prekindergarten programs $5,621 per child. Recent national data indicate that infant programs should be expected to cost more than preschool or other programs. Programs range from a low of $1,886 per child for DIS only to a high of $6,716 for a Center or SDC with DIS. The most expensive handicaps to serve are generally in the Severely Handicapped category. Non-categorical handicaps are least expensive. SB 1870 funds are used for 86 percent of the existing infant programs and 83 percent of the prekindergarten programs.

Interagency coordination is a particular area of concern in that effective coordination can result in more effective and efficient delivery of services. Interagency coordination also has implications for cost effectiveness. Responses to a Special Studies survey indicate that interagency coordination is more evident in Master Plan programs and that there are important variations statewide. In general, Regional Centers are the most active interagency cooperators. Clearly efforts should be made to work more closely with the medical community since medical professionals are usually the first to detect evidence of exceptionality.

More appropriately designed R-30-SEs might help monitor interagency coordination and would certainly allow the State Department of Education to maintain a better data base on infant and prekindergarten special education programs. Currently there is no way to accurately and easily monitor services to prekindergarten children. For example, 3 to 4-11 year olds are included in the age category with 5 year olds. For another, early interventionists have no means to accurately describe their service delivery systems: there is no place on the existing R-30-SE to show a Home-Center combination program with DIS, which is a typical kind of early intervention program. The result of such an inadequate data collection system will be continuing inability to gauge costs accurately and plan accordingly.

Finally, a predominant concern for both infant and prekindergarten programs is funding. Prekindergarten programs are protected by provisions in the law which mandate services to this age group. Infant programs are permissive and therefore vulnerable in times of deep fiscal retrenchment. Both are limited by the fact that special education funding is based on ten percent of the regular K-12 student enrollment. Clearly if districts are to provide quality services to infants and prekindergarten children, it is time to initiate a funding model supportive of such programs.

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Table 1. MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE STATE OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL MASTER PLAN SESRs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION, 0-2 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of infants receiving services	01	74	27	15	9	125
	Needing additional services	02					
	Need different placement [1]	03	2 2.7%				2 1.6%
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04	1		62		63
	Needing additional services	05			1 1.6%		1 1.6%
	Need different placement [1]	06					
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	30	57	22	158	267
	Needing additional services	08			1 4.6%		1 .4%
	Need different placement [1]	09	2 6.7%		1 4.6%		3 1.1%
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	4	2	1	9	16
	Needing additional services	11					
	Need different placement [1]	12					
Nonpublic school under Master Plan	Unduplicated count of infants receiving services	13			1	2	3
	Needing additional services	14					
	Need different placement [1]	15					
All Settings	Total number of infants [2]		109	86	101	178	474
	Total needing additional services [3]				2 2%		2 .4%
	Total needing different placement [4]				1 1%		5 1.1%

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed [5]	16	55	75	78	164	372
Number of infants unserved [6]	17					

[1] Placement in another instructional setting.
[2] Lines 01, 04, 07, 10, and 13 combined.
[3] Lines 02, 05, 08, 11, and 14 combined.
[4] Lines 03, 06, 09, 12, and 15 combined.
[5] Number of new students place by February 1, 1979 (cumulative through December 1, 1979).
[6] Number of infants who are not receiving any education at all.

Table 1a. MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE NORTHERN COUNTIES OF CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL NORTHERN SESRs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Northern Counties: Del Norte, Siskiyou, Humboldt, Trinity, Shasta, Tehama, Mendocino, Glenn, Butte, Lake, Colusa, Sutter, Yuba)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION, 0-2 YEARS OF AGE: Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of infants receiving services	01					
	Needing additional services	02					
	Need different placement[1]	03					
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04					
	Needing additional services	05					
	Need different placement[1]	06					
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07				1	1
	Needing additional services	08					
	Need different placement[1]	09					
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10					
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of infants receiving services	13			1		1
	Needing additional services	14					
	Need different placement[1]	15					
All Settings	Total number of infants[2]						2
	Total needing additional services[3]						
	Total needing different placement[4]						

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16				23	23
Number of infants unserved[6]	17					

[1] Placement in another instructional setting.
[2] Lines 01, 04, 07, 10, and 13 combined.
[3] Lines 02, 05, 08, 11, and 14 combined.
[4] Lines 03, 06, 09, 12, and 15 combined.
[5] Number of new students place by February 1, 1979 (cumulative through December 1, 1979).
[6] Number of infants who are not receiving any education at all.

Table 1b. MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE MOUNTAIN COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL MOUNTAIN SESRs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Modoc, Lassen, Plumas, Sierra, Nevada, Placer, El Dorado, Amador, Alpine, Calaveras, Tuolumne, Mariposa, Mono, Inyo)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION, 0-2 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of infants receiving services	01					
	Needing additional services	02					
	Need different placement[1]	03					
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04					
	Needing additional services	05					
	Need different placement[1]	06					
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07					
	Needing additional services	08					
	Need different placement[1]	09					
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10					
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of infants receiving services	13					
	Needing additional services	14					
	Need different placement[1]	15					
All Settings	Total number of infants[2]						0
	Total needing additional services[3]						
	Total needing different placement[4]						

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16					
Number of infants unserved[6]	17					

[1] Placement in another instructional setting.
[2] Lines 01, 04, 07, 10, and 13 combined.
[3] Lines 02, 05, 08, 11, and 14 combined.
[4] Lines 03, 06, 09, 12, and 15 combined.
[5] Number of new students place by February 1, 1979 (cumulative through December 1, 1979).
[6] Number of infants who are not receiving any education at all.

Table 1c. MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE CENTRAL VALLEY COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL CENTRAL VALLEY SESRs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Yolo, Napa, Solano, Sacramento, San Joaquin, Stanislaus, Merced, Madera, Fresno, Kings, Tulare)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION, 0-2 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of infants receiving services	01	11	3	2		16
	Needing additional services	02					
	Need different placement[1]	03					
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04			17		17
	Needing additional services	05					
	Need different placement[1]	06					
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	7	40	9	65	121
	Needing additional services	08					
	Need different placement[1]	09					
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10		1		1	2
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of infants receiving services	13					
	Needing additional services	14					
	Need different placement[1]	15					
All Settings	Total number of infants[2]		18	44	28	66	156
	Total needing additional services[3]						
	Total needing different placement[4]						

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	16	35	12	46	109
Number of infants unserved[6]	17					

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new students place by February 1, 1979 (cumulative through December 1, 1979).
6/ Number of infants who are not receiving any education at all.

Table 1d. MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE COASTAL COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL COASTAL PLAN SESRs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80

(Counties: Sonoma, Marin, Contra Costa, San Francisco, Alameda, San Mateo, Santa Cruz, Santa Clara, Monterey, San Luis Obispo, Santa Barbara, and Ventura

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION, 0-2 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of infants receiving services	01	45	21	13	8	87
	Needing additional services	02					
	Need different placement[1]	03					
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04	1		16		17
	Needing additional services	05					
	Need different placement[1]	06					
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	9	16	4	27	56
	Needing additional services	08					
	Need different placement[1]	09	1 11%				1 1.8%
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	2	1	1	8	12
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of infants receiving services	13				2	2
	Needing additional services	14					
	Need different placement[1]	15					
All Settings	Total number of infants[2]		57	38	34	45	174
	Total needing additional services[3]						
	Total needing different placement[4]		1 1.6%				1 .6%

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	6	28	15	57	106
Number of infants unserved[6]	17					

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new students place by February 1, 1979 (cumulative through December 1, 1979).
6/Number of infants who are not receiving any education at all.

Table 1e. MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE SOUTHERN COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SOUTHERN SESRs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Los Angeles, San Bernardino, Riverside, San Diego, and Imperial)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION, 0-2 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of infants receiving services	01	18	3		1	22
	Needing additional services	02					
	Need different placement[1]	03	2 11%				2 9%
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04				29	29
	Needing additional services	05				1 3.5%	1 3.5%
	Need different placement[1]	06					
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	14	1	9	65	89
	Needing additional services	08			1 11%		1 1.1%
	Need different placement[1]	09	1 7.1%		1 11%		2 2.2%
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	2				2
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of infants receiving services	13					
	Needing additional services	14					
	Need different placement[1]	15					
All Settings	Total number of infants[2]		34	4	38	66	142
	Total needing additional services[3]				2 5.3%		2 1.4%
	Total needing different placement[4]		3 8.8%		1 2.6%		4 2.8%

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	27	6	45	56	134
Number of infants unserved[6]	17					

[1] Placement in another instructional setting.
[2] Lines 01, 04, 07, 10, and 13 combined.
[3] Lines 02, 05, 08, 11, and 14 combined.
[4] Lines 03, 06, 09, 12, and 15 combined.
[5] Number of new students place by February 1, 1979 (cumulative through December 1, 1979).
[6] Number of infants who are not receiving any education at all.

Table 1f. MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, BY URBAN/SEMI-URBAN/RURAL CLASSIFICATIONS IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SESRs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Urban: 50,000+ population Semi-Urban: 15,000-50,000 population Rural: Less than 15,000 population)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION, 0-2 YEARS OF AGE														
			Communicatively handicapped			Physically handicapped			Learning handicapped			Severely handicapped			Total		
			U	S-U	R	U	S-U	R	U	S-U	R	U	S-U	R	U	S-U	R
Regular class with DIS	Unduplicated count of infants receiving services	01	8	26	40	1	23	3		11	4		8	1	9	68	48
	Needing additional services	02															
	Need different placement [1]	03		2 8%												2 3%	
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04		1						41	15					48	15
	Needing additional services	05								1 0.2%						1 0.2%	
	Need different placement [1]	06															
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	4	18	8	33	14	10	6	13	3	42	52	64	85	97	85
	Needing additional services	08								1 8%						1 1%	
	Need different placement [1]	09		1 6%						1 8%						2 2%	
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	2	2			1	1		1			8	1	2	12	2
	Needing additional services	11															
	Need different placement [1]	12															
Nonpublic school under Master Plan	Unduplicated count of infants receiving services	13									1		2			2	1
	Needing additional services	14															
	Need different placement [1]	15															
All Settings	Total number of infants [2]		14	50	48	34	38	14	6	69	23	42	70	66	96	227	103
	Total needing additional services [3]									2 3%						2 1%	
	Total needing different placement [4]			3						1						4 2%	

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed [5]	16	9	36	10	7	31	37	3	67	8	24	60	80	41	194	137
Number of infants unserved [6]	17															

[1] Placement in another instructional setting.
[2] Lines 01, 04, 07, 10, and 13 combined.
[3] Lines 02, 05, 08, 11, and 14 combined.
[4] Lines 03, 06, 09, 12, and 15 combined.
[5] Number of new students place by February 1, 1979 (cumulative through December 1, 1979).
[6] Number of infants who are not receiving any education at all.

Table 2. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE STATE OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DBL	HOH	APH	LAS	ELI	PS	ORT	OHI	LD	ER	MD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01					92				1									93
	Needing additional services	02																		
	Need different placement 1/	03																		
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04					1					7								8
	Needing additional services	05																		
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	68	2	33	37	6	10	8	229	106	27	6	5	62	2	127	1		729
	Needing additional services	08	1 1%		2 6%			1 10%		13 6%		1 4%	2				14 11%			34 5%
	Need different placement 1/	09																		
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	13	1	8	7	8	2	1	27	18	1		1	37		43			167
	Needing additional services	11								3 11%										3 2%
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13					1							1						2
	Needing additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of infants 2/		81	3	41	44	108	12	9	256	125	35	6	7	99	2	170	1		999
	Total needing additional services 3/		1 1%		2 5%			1 8%		16 8%		1 3%	2 33%				14 8%			37 4%
	Total needing different placement 4/																			

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed 5/	16	58	1	17	34	79	8	8	142	87	11	2	2	57		89	1		596
Number of children unserved 6/	17				1	1	1		7		2			2		11			25

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/ Number of children who are not receiving any education at all.

Table 2a. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE NORTHERN COUNTIES OF CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL NORTHERN LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Del Norte, Siskiyou, Humboldt, Trinity, Shasta, Tehama, Mendocino, Glenn, Butte, Lake, Colusa, Sutter, Yuba)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	APH	LAS	ELI	PS	ORT	OHI	LD	ER	ED	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01					3													3
	Needing additional services	02																		
	Need different placement 1/	03																		
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04										2								2
	Needing additional services	05																		
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07			1	2	1	1		2		2					6			15
	Needing additional services	08				1														
	Need different placement 1/	09																		
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10					2													2
	Needing additional services	11																		
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13																		
	Needing additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of infants 2/					1	2	6	1		2		4					6		22
	Total needing additional services 3/																			
	Total needing different placement 4/																			

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed 5/	16				2	5	1		5	8	3					5		29		
Number of children unserved 6/	17																			

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/ Number of children who are not receiving any education at all.

Table 2b. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE MOUNTAIN COUNTIES OF CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL MOUNTAIN LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Modoc, Lassen, Plumas, Sierra, Nevada, Placer, El Dorado, Amador, Alpine, Calaveras, Tuolumne, Mariposa, Mono, Inyo)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	APH	LAS	HLI	PS	ORT	OHI	LD	ER	ED	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01																		
	Needing additional services	02																		
	Need different placement[1]	03																		
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04																		
	Needing additional services	05																		
	Need different placement[1]	06																		
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	6							3							2			11
	Needing additional services	08															2 100%			2 18%
	Need different placement[1]	09																		
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10								3	9						15			27
	Needing additional services	11								3 100%										3 11%
	Need different placement[1]	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13																		
	Needing additional services	14																		
	Need different placement[1]	15																		
All Settings	Total number of infants[2]		6							6	9						17			38
	Total needing additional services[3]									3 50%							2 12%			5 13%
	Total needing different placement[4]																			

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16																1		1
Number of children unserved[6]	17																		

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/ Number of children who are not receiving any education at all.

Table 2c. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE CENTRAL VALLEY COUNTIES OF CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL CENTRAL VALLEY LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Yolo, Napa, Solano, Sacramento, San Joaquin, Stanislaus, Merced, Madera, Fresno, Kings, Tulare)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	APH	LAS	HLI	PS	ORT	OHI	LD	ER	BD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01					10													10
	Needing additional services	02																		
	Need different placement[1/]	03																		
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04																		
	Needing additional services	05																		
	Need different placement[1/]	06																		
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	8	1	4	15	3	6	7	94	85	3	2	1	36		65			330
	Needing additional services	08						1 16%									12 18%			13 4%
	Need different placement[1/]	09																		
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10								2							6			8
	Needing additional services	11																		
	Need different placement[1/]	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13																		
	Needing additional services	14																		
	Need different placement[1/]	15																		
All Settings	Total number of infants[2/]		8	1	4	15	13	6	7	96	85	3	2	1	36		71			348
	Total needing additional services[3/]							1 16%									12 17%			13 4%
	Total needing different placement[4/]																			

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5/]	16	6	1	1	13	12	4	6	60	67	3		1	19		49		242
Number of children unserved[6/]	17																	

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/ Number of children who are not receiving any education at all.

Table 2d. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE COASTAL COUNTIES OF CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL COASTAL LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Sonoma, Marin, Contra Costa, San Francisco, Alameda, San Mateo, Santa Cruz, Santa Clara, Monterey, San Luis Obispo, Santa Barbara, Ventura)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DBL	HOH	AMI	LAS	ELI	PS	ORT	OHI	LD	ER	MD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01							7											7
	Needing additional services	02																		
	Need different placement 1/	03																		
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04																		
	Needing additional services	05																		
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	36		25	15		1		36				1	8	1	30			152
	Needing additional services	08	1 3%		2 8%					13 36%										16 11%
	Need different placement 1/	09																		
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	1																	1
	Needing additional services	11																		
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13					1													1
	Needing additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of infants 2/		36		25	15	1	1	7	36				1	8	1	30			161
	Total needing additional services 3/		1 3%		2 8%					13 36%										16 10%
	Total needing different placement 4/																			
Number of new pupils placed 5/		16	32		8	3	5	1		28			1				17			95
Number of children unserved 6/		17						1		4					2		5			12

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/ Number of children who are not receiving any education at all.

Table 2e. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE SOUTHERN COUNTIES OF CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SOUTHERN LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Los Angeles, San Bernardino, Riverside, San Diego, Imperial)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	APH	LAS	BLI	PS	ORT	OHI	LD	ER	MD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01			1	1	71				6									79
	Needing additional services	02																		
	Need different placement [1]	03																		
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04					1					5								6
	Needing additional services	05																		
	Need different placement [1]	06																		
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	19	1	3	5	2	2	1	94	21	13	4	3	18	1	26	1		214
	Needing additional services	08										1 8%	2 50%							3 1%
	Need different placement [1]	09																		
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	12	1	8	7	6	2	1	23	9	1		1	37		22			130
	Needing additional services	11																		
	Need different placement [1]	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13												1						1
	Needing additional services	14																		
	Need different placement [1]	15																		
All Settings	Total number of infants [2]		31	2	12	13	80	4	2	117	36	19	4	5	55	1	48	1		430
	Total needing additional services [3]											1 5%	2 50%							3 1%
	Total needing different placement [4]																			

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed [5]	16	20		8	16	57	2	2	49	12	5	1	1	38		17	1		229
Number of children unserved [6]	17				1	1			3		2					6			13

[1] Placement in another instructional setting.
[2] Lines 01, 04, 07, 10, and 13 combined.
[3] Lines 02, 05, 08, 11, and 14 combined.
[4] Lines 03, 06, 09, 12, and 15 combined.
[5] Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
[6] Number of children who are not receiving any education at all.

Table 2f. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, BY URBAN (50,000+ POPULATION) CLASSIFICATION IN CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL URBAN LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped				Total
			DEA	DBL	HOH	APH	LAS	BLI	PS	ORT	OHI	LD	ER	MD	TMR	SED	DH	AUT	
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01					73												73
	Needing additional services	02																	
	Need different placement[1]	03																	
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04										5							5
	Needing additional services	05																	
	Need different placement[1]	06																	
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	34	1	8	5	2	1	1	87	16	8	3	3	18		58	1	246
	Needing additional services	08	1 3%		2 25%							1 13%	2 67%				11 19%		17 7%
	Need different placement[1]	09																	
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	11		3		1				2								17
	Needing additional services	11																	
	Need different placement[1]	12																	
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13												1					1
	Needing additional services	14																	
	Need different placement[1]	15																	
All Settings	Total number of infants[2]		45	1	11	5	76	1	1	87	18	13	3	4	18		58	1	342
	Total needing additional services[3]		1 2%		2 18%							1 8%	2 67%				11 19%		17 5%
	Total needing different placement[4]																		

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	33		7	9	54		1	23	7	3		1	18		29	1	186
Number of children unserved[6]	17					1			2									3

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/Number of children who are not receiving any education at all.

Table 2g. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, BY SEMI-URBAN (15,000-50,000 POPULATION) CLASSIFICATION IN CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SEMI-URBAN LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	APH	LAS	BLI	PS	ORT	OHI	LD	ER	BD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01					15				1									16
	Needing additional services	02																		
	Need different placement 1/	03																		
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04					1													1
	Needing additional services	05																		
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	28		14	15		2		53	5	14	1	1	8	2	35			178
	Needing additional services	08								13 24.5%										13 7.3%
	Need different placement 1/	09																		
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	2	1	5	7	5	2	1	22	7	1		1	37		22			113
	Needing additional services	11																		
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13					1													1
	Needing additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of infants 2/		23	1	14	22	22	4	1	66	13	15	1	2	45	2	57			309
	Total needing additional services 3/									13 20%										13 4.2%
	Total needing different placement 4/																			

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed 5/	16	22		5	13	15	3	1	58	7	3	1	1	18		26		173
Number of children unserved 6/	17				1				3		2					8		14

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/ Number of children who are not receiving any education at all.

Table 2h. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, BY RURAL (LESS THAN 15,000 POPULATION) CLASSIFICATION IN CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL RURAL LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DBL	HOH	APH	LAS	BLI	PS	ORT	OHI	LD	ER	MD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01					4													4
	Needing additional services	02																		
	Need different placement 1/	03																		
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04										2								2
	Needing additional services	05																		
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	6	1	11	17	4	7	7	89	85	5	2	1	36		34			305
	Needing additional services	08						1 14%									3 9%			4 1.3%
	Need different placement 1/	09																		
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10					2			5	9						21			37
	Needing additional services	11								3 60%										3 8%
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13																		
	Needing additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of infants 2/		6	1	11	17	10	7	7	94	94	7	2	1	36		55			348
	Total needing additional services 3/							1 14%		3 3.2%							3			7 2%
	Total needing different placement 4/																			

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed 5/	16	3	1	5	12	10	5	6	61	73	5	1		21		34		237
Number of children unserved 6/	17						1		2					2		3		8

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/ Number of children who are not receiving any education at all.

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Table 3. MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SESSIONS COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION, 0-2 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of infants receiving services	01	56	17	13	18	104
	Needing additional services	02					
	Need different placement [1]	03					
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04	21	6	63	41	131
	Needing additional services	05					
	Need different placement [1]	06					
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	67	104	27	241	439
	Needing additional services	08				1 .4%	1 .2%
	Need different placement [1]	09	1 1.5%				1 .2%
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	2	15		13	30
	Needing additional services	11					
	Need different placement [1]	12					
Nonpublic school under Master Plan	Unduplicated count of infants receiving services	13	8	1	1	5	15
	Needing additional services	14					
	Need different placement [1]	15					
All Settings	Total number of infants [2]		154	143	104	318	719
	Total needing additional services [3]					1 .3%	1 .1%
	Total needing different placement [4]		1 .7%				1 .1%

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed [5]	16	115	53	69	232	469
Number of infants unserved [6]	17	1				1

[1] Placement in another instructional setting.
[2] Lines 01, 04, 07, 10, and 13 combined.
[3] Lines 02, 05, 08, 11, and 14 combined.
[4] Lines 03, 06, 09, 12, and 15 combined.
[5] Number of new students place after December 1, 1979 (cumulative through December 1, 1980).
[6] Number of infants who are not receiving any education at all.

Table 3a. MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE NORTHERN COUNTIES OF CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL NORTHERN SESRs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Northern Counties: Del Norte, Siskiyou, Humboldt, Trinity, Shasta, Tehama, Mendocino, Glenn, Butte, Lake, Colusa, Sutter, Yuba)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION, 0-2 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of infants receiving services	01					
	Needing additional services	02					
	Need different placement 1/	03					
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04					
	Needing additional services	05					
	Need different placement 1/	06					
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	1				1
	Needing additional services	08					
	Need different placement 1/	09					
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10					
	Needing additional services	11					
	Need different placement 1/	12					
Nonpublic school under Master Plan	Unduplicated count of infants receiving services	13					
	Needing additional services	14					
	Need different placement 1/	15					
All Settings	Total number of infants 2/		1				1
	Total needing additional services 3/						
	Total needing different placement 4/						

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed 5/	16	1				1
Number of infants unserved 6/	17	1				1

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new students place after December 1, 1979 (cumulative through December 1, 1980).
6/ Number of infants who are not receiving any education at all.

Table 3b. MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE MOUNTAIN COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL MOUNTAIN SESRs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Counties: Modoc, Lassen, Plumas, Sierra, Nevada, Placer, El Dorado, Amador, Alpine, Calaveras, Tuolumne, Mariposa, Mono, Inyo)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION, 0-2 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of infants receiving services	01					
	Needing additional services	02					
	Need different placement[1]	03					
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04					
	Needing additional services	05					
	Need different placement[1]	06					
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07				1	1
	Needing additional services	08					
	Need different placement[1]	09					
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10					
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of infants receiving services	13					
	Needing additional services	14					
	Need different placement[1]	15					
All Settings	Total number of infants[2]					1	1
	Total needing additional services[3]						
	Total needing different placement[4]						

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16					2	2
Number of infants unserved[6]	17						

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new students place after December 1, 1979 (cumulative through December 1, 1980).
6/Number of infants who are not receiving any education at all.

Table 3c. MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE CENTRAL VALLEY COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL CENTRAL VALLEY SESRs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Counties: Yolo, Napa, Solano, Sacramento, San Joaquin, Stanislaus, Merced, Madera, Fresno, Kings, Tulare)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION, 0-2 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of infants receiving services	01	16	2	4		22
	Needing additional services	02					
	Need different placement[1]	03					
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04			19		19
	Needing additional services	05					
	Need different placement[1]	06					
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	14	55	4	72	145
	Needing additional services	08					
	Need different placement[1]	09					
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10					
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of infants receiving services	13					
	Needing additional services	14					
	Need different placement[1]	15					
All Settings	Total number of infants[2]		30	57	27	72	186
	Total needing additional services[3]						
	Total needing different placement[4]						

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	20	8	7	39	74
Number of infants unserved[6]	17					

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new students place after December 1, 1979 (cumulative through December 1, 1980).
6/ Number of infants who are not receiving any education at all.

Table 3d MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE COASTAL COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL COASTAL PLAN SESRs COMBINED

As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

(Counties: Sonoma, Marin, Contra Costa, San Francisco, Alameda, San Mateo, Santa Cruz, Santa Clara, Monterey, San Luis Obispo, Santa Barbara, and Ventura

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION, 0-2 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of infants receiving services	01	17	13	6	16	52
	Needing additional services	02					
	Need different placement[1/]	03					
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04	1		24		25
	Needing additional services	05					
	Need different placement[1/]	06					
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	26	26	7	67	126
	Needing additional services	08				1 1.5%	1 .8%
	Need different placement[1/]	09	1 3.8%				1 .8%
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	2	7		13	22
	Needing additional services	11					
	Need different placement[1/]	12					
Nonpublic school under Master Plan	Unduplicated count of infants receiving services	13	6			1	7
	Needing additional services	14					
	Need different placement[1/]	15					
All Settings	Total number of infants[2/]		52	46	37	97	232
	Total needing additional services[3/]					1 1%	1 .4%
	Total needing different placement[4/]		1 1.9%				1 .4%

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5/]	16	64	28	39	80	211
Number of infants unserved[6/]	17					

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new students place after December 1, 1979 (cumulative through December 1, 1980).
6/Number of infants who are not receiving any education at all.

Table 3e. MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE SOUTHERN COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SOUTHERN SESRs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Counties: Los Angeles, San Bernardino, Riverside, San Diego, and Imperial)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION, 0-2 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of infants receiving services	01	23	2	12	2	39
	Needing additional services	02					
	Need different placement [1]	03					
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04	20	6	11	41	78
	Needing additional services	05					
	Need different placement [1]	06					
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	26	23	16	101	166
	Needing additional services	08					
	Need different placement [1]	09					
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10		8			8
	Needing additional services	11					
	Need different placement [1]	12					
Nonpublic school under Master Plan	Unduplicated count of infants receiving services	13	2	2		4	8
	Needing additional services	14					
	Need different placement [1]	15					
All Settings	Total number of infants [2]		71	41	39	148	299
	Total needing additional services [3]						
	Total needing different placement [4]						

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed [5]	16	42	14	23	111	190
Number of infants unserved [6]	17					

[1] Placement in another instructional setting.
[2] Lines 01, 04, 07, 10, and 13 combined.
[3] Lines 02, 05, 08, 11, and 14 combined.
[4] Lines 03, 06, 09, 12, and 15 combined.
[5] Number of new students place after December 1, 1979 (cumulative through December 1, 1980).
[6] Number of infants who are not receiving any education at all.

Table 3f. MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, BY URBAN CLASSIFICATION IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SESRs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION, 0-2 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of infants receiving services	01	11	1	1	2	15
	Needing additional services	02					
	Need different placement[1]	03					
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04			11		11
	Needing additional services	05					
	Need different placement[1]	06					
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	16	45		57	118
	Needing additional services	08					
	Need different placement[1]	09					
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10					
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of infants receiving services	13	1				1
	Needing additional services	14					
	Need different placement[1]	15					
All Settings	Total number of infants[2]		28	46	12	59	145
	Total needing additional services[3]						
	Total needing different placement[4]						

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	15			28	43
Number of infants unserved[6]	17					

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new students place after December 1, 1979 (cumulative through December 1, 1980).
6/ Number of infants who are not receiving any education at all.

Table 3c. MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, BY SEMI-URBAN CLASSIFICATION IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SESRs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION, 0-2 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of infants receiving services	01	38	12	18	15	83
	Needing additional services	02					
	Need different placement[1/]	03					
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04	21	6	35	41	103
	Needing additional services	05					
	Need different placement[1/]	06					
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	40	38	23	111	212
	Needing additional services	08					
	Need different placement[1/]	09	1 2.5%				1 .5%
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	2	15		13	30
	Needing additional services	11					
	Need different placement[1/]	12					
Nonpublic school under Master Plan	Unduplicated count of infants receiving services	13	7	1	1	4	13
	Needing additional services	14					
	Need different placement[1/]	15					
All Settings	Total number of infants[2/]		108	72	77	184	441
	Total needing additional services[3/]						
	Total needing different placement[4/]		1 .9%				1 .2%

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5/]	16	97	38	62	155	352
Number of infants unserved [6/]	17					

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new students place after December 1, 1979 (cumulative through December 1, 1980).
6/Number of infants who are not receiving any education at all.

Table 3b MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, BY RURAL CLASSIFICATION IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SESRs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION, 0-2 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of infants receiving services	01	7	4	3	1	15
	Needing additional services	02					
	Need different placement[1/]	03					
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04			8		8
	Needing additional services	05					
	Need different placement[1/]	06					
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	11	21	4	73	109
	Needing additional services	08				1 1.5%	1 .9%
	Need different placement[1/]	09					
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10					
	Needing additional services	11					
	Need different placement[1/]	12					
Nonpublic school under Master Plan	Unduplicated count of infants receiving services	13				1	1
	Needing additional services	14					
	Need different placement[1/]	15					
All Settings	Total number of infants[2/]		18	25	15	75	133
	Total needing additional services[3/]					1 1.3%	1 .8%
	Total needing different placement[4/]						

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5/]	16	15	15	7	49	86
Number of infants unserved[6/]	17	1				1

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new students place after December 1, 1979 (cumulative through December 1, 1980).
6/Number of infants who are not receiving any education at all.

Table 4. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL LEAs (COMBINED)
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	APH	LAS	ELI	PS	ORT	OHI	LD	ER	MD	TMH	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01			2	4	330	5	3	6	9			1	2		1			369
	Needing additional services	02																		
	Need different placement[1/]	03																		
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04					5		1			323		21		2				352
	Needing additional services	05																		
	Need different placement[1/]	06														2 100%				2 0.5%
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	40		27	43	30	11	14	98	101	45	17	18	69	2	127			642
	Needing additional services	08	2 5%											1 5.5%			1 0.8%			4 0.6%
	Need different placement[1/]	09																		
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	5	2	7	3	3	4		50	2	1			29		7	1		114
	Needing additional services	11	1 20%																	1 0.9%
	Need different placement[1/]	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13										5		4		1				10
	Needing additional services	14																		
	Need different placement[1/]	15																		
All Settings	Total number of infants[2/]		45	2	36	50	374	20	18	154	112	374	17	44	100	5	135	1		1487
	Total needing additional services[3/]		3 6.7%											1 2.3%			1 10.7%			5 0.3%
	Total needing different placement[4/]															2				2 0.1%
	Number of new pupils placed[5/]	16	41	1	36	14	105	10	8	145	90	18	7	6	71	3	126	1		682
	Number of children unserved[6/]	17					1													1

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

[1/] Placement in another instructional setting.
[2/] Lines 01, 04, 07, 10, and 13 combined.
[3/] Lines 02, 05, 08, 11, and 14 combined.
[4/] Lines 03, 06, 09, 12, and 15 combined.
[5/] Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
[6/] Number of children who are not receiving any education at all.

Table 4a. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE NORTHERN COUNTIES OF CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL NORTHERN LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Counties: Del Norte, Siskiyou, Humboldt, Trinity, Shasta, Tehama, Mendocino, Glenn, Butte, Lake, Colusa, Sutter, Yuba)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DHH	HOH	APH	LAS	ELI	PS	OHI	OHT	LD	ER	MD	TMR	SED	DH	AUT		
Regular class with special services other than IDG	Unduplicated count of infants receiving services	01				1	2							1	1		1			6
	Needing additional services	02																		
	Need different placement[1/]	03																		
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04																		
	Needing additional services	05																		
	Need different placement[1/]	06																		
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	1			2	5	2		4	4	1			2		5			26
	Needing additional services	08																		
	Need different placement[1/]	09																		
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	1		1					3	2									7
	Needing additional services	11	1 100%																	1 14.3%
	Need different placement[1/]	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13																		
	Needing additional services	14																		
	Need different placement[1/]	15																		
All Settings	Total number of infants[2/]		2		1	3	7	2		7	6	1		1	3		6			39
	Total needing additional services[3/]		1 50%																	1 2.6%
	Total needing different placement[4/]																			

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5/]	16	2		1	2	5	1		6	6	2		1	3		5		34
Number of children unserved[6/]	17																	

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
6/Number of children who are not receiving any education at all.

Table 4b. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE MOUNTAIN COUNTIES OF CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL MOUNTAIN LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Counties: Modoc, Lassen, Plumas, Sierra, Nevada, Placer, El Dorado, Amador, Alpine, Calaveras, Tuolumne, Mariposa, Mono, Inyo)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DHL	HOH	APH	LAS	BLI	PS	ORT	OHI	LD	ER	MD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01																		
	Needing additional services	02																		
	Need different placement[1]	03																		
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04																		
	Needing additional services	05																		
	Need different placement[1]	06																		
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07								3	2		1		2		1			9
	Needing additional services	08																		
	Need different placement[1]	09																		
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10																		
	Needing additional services	11																		
	Need different placement[1]	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13																		
	Needing additional services	14																		
	Need different placement[1]	15																		
All Settings	Total number of infants[2]									3	2		1		2		1			9
	Total needing additional services[3]																			
	Total needing different placement[4]																			

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16									2	1		1		1					5
Number of children unserved[6]	17																			

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
6/Number of children who are not receiving any education at all.

Table 4c. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE CENTRAL VALLEY COUNTIES OF CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL CENTRAL VALLEY LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Counties: Yolo, Napa, Solano, Sacramento, San Joaquin, Stanislaus, Merced, Madera, Fresno, Kings, Tulare)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DHL	HOH	APH	LAS	BLI	PS	ORT	OHI	LD	EH	MD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01					24													24
	Needing additional services	02																		
	Need different placement[1/]	03																		
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04																		
	Needing additional services	05																		
	Need different placement[1/]	06																		
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	2		6	16	1	6	6	49	91	4	2		46		64			293
	Needing additional services	08																		
	Need different placement[1/]	09																		
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	4	1																5
	Needing additional services	11																		
	Need different placement[1/]	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13																		
	Needing additional services	14																		
	Need different placement[1/]	15																		
All Settings	Total number of infants[2/]		6	1	6	16	25	6	6	49	91	4	2		46		64			322
	Total needing additional services[3/]																			
	Total needing different placement[4/]																			

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5/]	16	7	1	15	5	16	3	5	44	75	7			28		56			262
Number of children unserved[6/]	17																		

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
6/Number of children who are not receiving any education at all.

Table 4d. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE COASTAL COUNTIES OF CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL COASTAL LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

(Counties: Sonoma, Marin, Contra Costa, San Francisco, Alameda, San Mateo, Santa Cruz, Santa Clara, Monterey, San Luis Obispo, Santa Barbara, Ventura)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DHI	HOH	AIMI	LAS	BLI	PS	ORT	OHI	LD	ER	MD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01			2		246	5	3	6	4									266
	Needing additional services	02																		
	Need different placement[1/]	03																		
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04					4		1			315		21		2				343
	Needing additional services	05																		
	Need different placement[1/]	06																		
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	20		13	20	19		7	3		38	8	15		1	35			179
	Needing additional services	08	2 10%														1 2.9%			3 1.7%
	Need different placement[1/]	09																		
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10			2							1								3
	Needing additional services	11																		
	Need different placement[1/]	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13										5		4		1				10
	Needing additional services	14																		
	Need different placement[1/]	15																		
All Settings	Total number of infants[2/]		20		17	20	269	5	11	9	4	359	8	40		4	35			801
	Total needing additional services[3/]		2 10%														1 2.9%			3
	Total needing different placement[4/]															2 50%				2
	Number of new pupils placed[5/]	16	12		10	4	58	6	3	92	6	7	5	4	39		31	1		278
	Number of children unserved[6/]	17																		

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
6/Number of children who are not receiving any education at all.

Table 40. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, IN THE SOUTHERN COUNTIES OF CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SOUTHERN LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Counties: Los Angeles, San Bernardino, Riverside, San Diego, Imperial)

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped				
			DEA	DEL	HOH	APH	LAS	ELI	PS	ORT	OHI	LD	ER	ED	TMR	SED	ORI	ALT	
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01				3	64				5				1				73
	Needing additional services	02																	
	Need different placement[1]	03																	
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04					1					8							9
	Needing additional services	05																	
	Need different placement[1]	06																	
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	17		8	5	5	3	1	39	4	2	6	3	19	1	22		135
	Needing additional services	08												1 33.3%					1 0.7%
	Need different placement[1]	09																	
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10		1	4	3	3	4		47					29		7	1	99
	Needing additional services	11																	
	Need different placement[1]	12																	
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13																	
	Needing additional services	14																	
	Need different placement[1]	15																	
All Settings	Total number of infants[2]		17	1	12	11	73	7	1	86	9	10	6	3	49	1	29	1	316
	Total needing additional services[3]													1 33.3%					1 0.3%
	Total needing different placement[4]																		

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	12		10	4	58	6	3	92	6	7	5	4	39		31	1	278
Number of children unserved[6]	17																	

[1] Placement in another instructional setting.
[2] Lines 01, 04, 07, 10, and 13 combined.
[3] Lines 02, 05, 08, 11, and 14 combined.
[4] Lines 03, 06, 09, 12, and 15 combined.
[5] Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
[6] Number of children who are not receiving any education at all.

Table 4f. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, BY URBAN (50,000+ POPULATION) CLASSIFICATION IN CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL URBAN LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	APH	LAS	BLI	PS	ORT	OHI	LD	ER	MD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01				3	89				5				1					98
	Needing additional services	02																		
	Need different placement[1/]	03																		
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04					1				5					2				8
	Needing additional services	05																		
	Need different placement[1/]	06														2 100%				2
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	39		14	11	18	4	1	33	10	2	9	3	27	2	52			225
	Needing additional services	08	2 5.1%											1 33.3%			1 1.9%			4 1.8%
	Need different placement[1/]	09																		
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	4	1																5
	Needing additional services	11																		
	Need different placement[1/]	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13																		
	Needing additional services	14																		
	Need different placement[1/]	15																		
All Settings	Total number of infants[2/]		43	1	14	14	108	4	1	33	20	2	9	3	28	4	52			336
	Total needing additional services[3/]		2											1 33.3%			1 1.9%			4 1.2%
	Total needing different placement[4/]															2 50%				2 0.6%

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5/]	16	36	1	12	6	87	5	2	40	17	6	6	5	21	3	55		302
Number of children unserved[6/]	17																	

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
6/Number of children who are not receiving any education at all.

Table 4E. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, BY SEMI-URBAN (15,000-50,000 POPULATION) CLASSIFICATION IN CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SEMI-URBAN LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DHL	HOH	APH	LAS	ELI	PS	OHI	OHI	LD	ER	PD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01					7													7
	Needing additional services	02																		
	Need different placement[1/]	03																		
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04										3								3
	Needing additional services	05																		
	Need different placement[1/]	06																		
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07						1	7	15		1			2		43			69
	Needing additional services	08																		
	Need different placement[1/]	09																		
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10		1	4	3	3	4		47					29		7	1		99
	Needing additional services	11																		
	Need different placement[1/]	12																		
Nonpublic school under EC 56366 (NPS)	Unduplicated count of infants receiving services	13																		
	Needing additional services	14																		
	Need different placement[1/]	15																		
All Settings	Total number of infants[2/]			1	4	3	10	5	7	62		4			31		50	1		178
	Total needing additional services[3/]																			
	Total needing different placement[4/]																			

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5/]	16			4	1	13	4	2	61	1	3			28		52	1		170
Number of children unserved[6/]	17																		

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
6/Number of children who are not receiving any education at all.

Table 4b. NON-MASTER PLAN INFANTS: TOTAL NUMBER OF INFANTS, 0 to 2 YEARS OF AGE, BY RURAL (LESS THAN 15,000 POPULATION) CLASSIFICATION IN CALIFORNIA, BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL RURAL LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

INSTRUCTIONAL SETTINGS	INFANT SERVICE STATUS	Line no	NUMBER OF INFANTS BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DHL	HOH	APH	LAS	HLT	PS	OHT	OHI	LD	ER	RD	TMH	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of infants receiving services	01			2	1	240	5	3	6	4			1	1		1			264
	Needing additional services	02																		
	Need different placement[1/]	03																		
Resource Specialist Program (RSP)	Unduplicated count of infants receiving services	04					4		1			315		21						341
	Needing additional services	05																		
	Need different placement[1/]	06																		
Special class, including integrated classes (SC)	Unduplicated count of infants receiving services	07	1		13	32	12	6	6	50	91	42	8	15	40		32			348
	Needing additional services	08																		
	Need different placement[1/]	09																		
Home or hospital instruction (HHI)	Unduplicated count of infants receiving services	10	1		3					3	2	1								10
	Needing additional services	11	1 100%																	1 10%
	Need different placement[1/]	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of infants receiving services	13										5		4		1				10
	Needing additional services	14																		
	Need different placement[1/]	15																		
All Settings	Total number of infants[2/]		2		18	33	256	11	10	59	97	363	8	41	41	1	33			973
	Total needing additional services[3/]		1 50%																	1 0.1%
	Total needing different placement[4/]																			

NOTE: Percentages of infants needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5/]	16	5		20	7	5	1	4	44	72	9	1	1	22		19		210
Number of children unserved[6/]	17																	

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
6/Number of children who are not receiving any education at all.

Table 1. MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE STATE OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	2476	89	30	28	2623
	Needing additional services	02	7 .3%	1 1.1%			8 .3%
	Need different placement[1]	03	2 0.0%				2 .8%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	18	21	54	2	96
	Needing additional services	05	6 3.3%		4 7.4%		10 10.5%
	Need different placement[1]	06	3 16.7%		2 3.7%		5 5.3%
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	454	387	145	454	1440
	Needing additional services	08	1 .2%		1 .7%	30 6.6%	32 2.2%
	Need different placement[1]	09	9 2%	3 .8%		6 1.3%	18 1.3%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10		10	3	5	18
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13	14		1	14	29
	Needing additional services	14					
	Need different placement[1]	15					
All Settings	Total number of children[2]		2962	4[illegible]1	252	503	4206
	Total needing additional services[3]		14 .5%	1 .2%	5 2%	30 6%	50 1.2%
	Total needing different placement[4]		14 .5%	3 .6%	2 .8%	6 1.2%	25 .6%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	2081	493	200	346	3120
Number of children unserved[6]	17	2	4			6

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new students place by December 1, 1979 (cumulative through December 1, 1979).
6/Number of children who are not receiving any education at all.

Table 1a MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE NORTHERN COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL NORTHERN LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Del Norte, Siskiyou, Humboldt, Trinity, Shasta, Tehama, Mendocino, Glenn, Butte, Lake, Colusa, Sutter, Yuba)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE: Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	28				28
	Needing additional services	02	6 21.4%				6 21.4%
	Need different placement[1]	03					
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	6		12	1	19
	Needing additional services	05	6 100%		4 33.3%		10 52.6%
	Need different placement[1]	06	3 50%		2 16.7%		5 26.3%
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	1		1	5	7
	Needing additional services	08					
	Need different placement[1]	09					
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10					
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13					
	Needing additional services	14					
	Need different placement[1]	15					
All Settings	Total number of children[2]		35		13	6	54
	Total needing additional services[3]		12 34.9%		4 30.8%		16 29.6%
	Total needing different placement[4]		3 8.6%		2 15.4%		5 9.3%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	24			13	37
Number of children unserved[6]	17	2	4			6

[1] Placement in another instructional setting.
[2] Lines 01, 04, 07, 10, and 13 combined.
[3] Lines 02, 05, 08, 11, and 14 combined.
[4] Lines 03, 06, 09, 12, and 15 combined.
[5] Number of new students place by December 1, 1979 (cumulative through December 1, 1979).
[6] Number of children who are not receiving any education at all.

Table 1b. MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE MOUNTAIN COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL MOUNTAIN LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Modoc, Lassen, Plumas, Sierra, Nevada, Placer, El Dorado, Amador, Alpine, Calaveras, Tuolumne, Mariposa, Mono, Inyo)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE: Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01					
	Needing additional services	02					
	Need different placement 1/	03					
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04					
	Needing additional services	05					
	Need different placement 1/	06					
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07					
	Needing additional services	08					
	Need different placement 1/	09					
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10					
	Needing additional services	11					
	Need different placement 1/	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13					
	Needing additional services	14					
	Need different placement 1/	15					
All Settings	Total number of children 2/						0
	Total needing additional services 3/						
	Total needing different placement 4/						

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed 5/	16					
Number of children unserved 6/	17					

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new students place by December 1, 1979 (cumulative through December 1, 1979).
6/Number of children who are not receiving any education at all.

Table 1c. MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE CENTRAL VALLEY COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL CENTRAL VALLEY LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Yolo, Napa, Solano, Sacramento, San Joaquin, Stanislaus, Merced, Madera, Fresno, Kings, Tulare)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	918	15	4	16	953
	Needing additional services	02					
	Need different placement[1]	03	1 .1%				1 .1%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	9	1	12	1	23
	Needing additional services	05					
	Need different placement[1]	06					
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	136	79	35	154	404
	Needing additional services	08					
	Need different placement[1]	09	1 .7%	1 1.3%			2 .5%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10		1	2	3	6
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13					
	Needing additional services	14					
	Need different placement[1]	15					
All Settings	Total number of children[2]		1063	96	53	174	1386
	Total needing additional services[3]						
	Total needing different placement[4]		2 .2%	1 1%			3 .2%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	866	39	53	103	1061
Number of children unserved[6]	17					

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new students place by December 1, 1979 (cumulative through December 1, 1979).
6/Number of children who are not receiving any education at all.

Table 1d. MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE COASTAL COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL COASTAL LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Sonoma, Marin, Contra Costa, San Francisco, Alameda, San Mateo, Santa Cruz, Santa Clara, Monterey, San Luis Obispo, Santa Barbara, Ventura)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	487	21	22	11	541
	Needing additional services	02					
	Need different placement 1/	03					
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	2	19			21
	Needing additional services	05	104	36	34	69	243
	Need different placement 1/	06					
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07					
	Needing additional services	08					
	Need different placement 1/	09					
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10		4			4
	Needing additional services	11					
	Need different placement 1/	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13	1		1	4	6
	Needing additional services	14					
	Need different placement 1/	15					
All Settings	Total number of children 2/		594	61	76	84	815
	Total needing additional services 3/						
	Total needing different placement 4/						

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed 5/	16	197	20	48	20	285
Number of children unserved 6/	17					

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new students place by December 1, 1979 (cumulative through December 1, 1979).
6/ Number of children who are not receiving any education at all.

Table 1e. MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE SOUTHERN COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SOUTHERN LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Los Angeles, San Bernardino, Riverside, San Diego, Imperial)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	1043	53	4	1	1101
	Needing additional services	02	1 .1%	1 1.9%			2 .2%
	Need different placement 1/	03	1	1	30		32
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04					
	Needing additional services	05					
	Need different placement 1/	06					
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	213	272	75	226	786
	Needing additional services	08	1 .5%		1 1.3%	30 13.3%	32 4.1%
	Need different placement 1/	09	8 3.8%	2 .7%		6 2.7%	16 2%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10		5	1	2	8
	Needing additional services	11					
	Need different placement 1/	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13	13			10	23
	Needing additional services	14					
	Need different placement 1/	15					
All Settings	Total number of children 2/		1270	331	110	239	1960
	Total needing additional services 3/		2 .2%	1 .3%	1 .9%	30 12.6%	34 1.8%
	Total needing different placement 4/		9 .7%	2 .6%		6 2.5%	17 .8%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed 5/	16	994	434	99	210	1737
Number of children unserved 6/	17					

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new students place by December 1, 1979 (cumulative through December 1, 1979).
6/Number of children who are not receiving any education at all.

Table 1f. MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, BY URBAN (50,000+ POPULATION) CLASSIFICATION IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL URBAN LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	725	46		11	782
	Needing additional services	02	1 .1%	1 2.2%			2 .3%
	Need different placement 1/	03					
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	1	1	13		15
	Needing additional services	05					
	Need different placement 1/	06					
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	156	254	40	129	579
	Needing additional services	08				30 23.3%	30 5.2%
	Need different placement 1/	09	1 .6%	1 .4%		3 2.3%	5 .9%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10		3		2	5
	Needing additional services	11					
	Need different placement 1/	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13	13				13
	Needing additional services	14					
	Need different placement 1/	15					
All Settings	Total number of children 2/		896	304	53	142	1394
	Total needing additional services 3/		1 .1%	1 .3%		30 21.1%	32 2.3%
	Total needing different placement 4/		1 .1%	1 .3%		3 2.1%	5 .4%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed 5/	16	512	390	35	98	1035
Number of children unserved 6/	17					

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new students place by December 1, 1979 (cumulative through December 1, 1979).
6/Number of children who are not receiving any education at all.

Table 1f MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, BY SEMI-URBAN (15,000-50,000 POPULATION) CLASSIFICATION IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SEMI-URBAN LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	1185	32	21	9	1247
	Needing additional services	02					
	Need different placement 1/	03	1 .1%				1 .1%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	2		36		38
	Needing additional services	05					
	Need different placement 1/	06					
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	192	90	85	198	565
	Needing additional services	08	1 .5%		1 1.2%		2 .4%
	Need different placement 1/	09	8 4.2%	2 2.2%		3 1.5%	13 2.3%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10		7	1		8
	Needing additional services	11					
	Need different placement 1/	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13	1		1	14	16
	Needing additional services	14					
	Need different placement 1/	15					
All Settings	Total number of children 2/		1380	129	144	221	1874
	Total needing additional services 3/		1 .1%		1 .7%		2 .1%
	Total needing different placement 4/		9 .7%	2 1.6%		3 1.7%	14 .8%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed 5/	16	1043	86	113	158	1400
Number of children unserved 6/	17					

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new students place by December 1, 1979 (cumulative through December 1, 1979).
6/ Number of children who are not receiving any education at all.

Table 1h. MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, BY RURAL (LESS THAN 15,000 POPULATION) CLASSIFICATION IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL RURAL LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	566	11	9	8	594
	Needing additional services	02	6 1.1%				6 1%
	Need different placement 1/	03	1 .2%				1 .2%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	15	1	24	2	42
	Needing additional services	05	6 40%		4 16.7%		10 23.8%
	Need different placement 1/	06	3 20%		2 8.3%		5 11.9%
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	106	43	20	127	296
	Needing additional services	08					
	Need different placement 1/	09					
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10			2	3	5
	Needing additional services	11					
	Need different placement 1/	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13					
	Needing additional services	14					
	Need different placement 1/	15					
All Settings	Total number of children 2/		687	55	55	140	937
	Total needing additional services 3/		12 1.6%		4 7.3%		16 1.7%
	Total needing different placement 4/		4 .6%		2 3.6%		6 .6%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed 5/	16	526	17	52	90	685
Number of children unserved 6/	17	2	4			6

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new students place by December 1, 1979 (cumulative through December 1, 1979).
6/ Number of children who are not receiving any education at all.

Table 2. NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE STATE OF CALIFORNIA
BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	APH	LAS	HLI	PHS	ORT	OHI	LD	ER	ED	TMR	SED	MH	AUT		
Regular class with special services other than LDG	Unduplicated count of children receiving services	01	4		20	100	9611	20	19	26	495	40	5	5	6	4	18	1	10374	
	Need additional services	02			3 15%	1 1%	208 2.2%		3 15.8%	4 16%	8 1.6%	3 7.5%	1 20%	1 20%	3 50%	2 50%	1 5.6%		236 2.3%	
	Need different placement 1/	03				9 9%	21 0.2%					2 40%							32 0.3%	
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04				2	6			28	3	51		1	7			3	[illegible]	
	Needing additional services	05				1 50%				1 3.6%	1 33.3%	2 3.9%							5 5%	
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	356	16	138	764	258	56	17	1034	112	90	70	62	584	50	588	45	4240	
	Needing additional services	08	9 2.5%	1 6.3%		15 2%	16 6.2%	1 1.8%	1 5.9%	10 1%	2 1.8%	5 5.7%	3 4.3%	7 11.3%	15 2.6%		41 0.7%	1 2.2%	127 3%	
	Need different placement 1/	09			1 0.8%	3 0.4%	1 0.4%								1 0.2%		1 0.2%		7 0.2%	
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10	3	3	3	6	40	2	3	8	22	7	7	5	15	2	15	1	142	
	Need additional services	11					10 25%	1 50%	1 33.3%		2 9.1%				3 20%				17 12%	
	Need different placement 1/	12	1 33.3%				10 25%					7 100%	7 100%	5 100%	1 6.7%	2 100%	6 40%	1 100%	40 28.2%	
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13				5	73	3		10		4	4	8	1	14	1	4	127	
	Need additional services	14					2 2.7%												2 1.6%	
	Need different placement 1/	15																		
All Settings	Total number of children 2/		363	19	161	877	9988	81	39	1106	632	192	86	81	613	70	622	54	14984	
	Total needing additional services 3/		9 2.5%	1 5.3%	3 1.9%	17 2%	236 2.4%	2 2.5%	5 12.8%	15 1.4%	13 2.1%	10 5.2%	4 4.7%	8 9.9%	18 2.9%	2 2.9%	45 7.2%	1 1.9%	389 2.6%	
	Total needing different placement 4/		1 0.3%		1 0.6%	12 1.4%	32 0.3%					7 3.7%	9 10.5%	5 6.2%	2 0.3%	2 2.9%	7 1.1%	1 1.9%	79 0.5%	

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed 5/	16	116	28	45	863	7128	31	17	323	368	113	53	53	255	25	223	37	9678	
Number of children unserved 6/	17	21	1	7	7	296	10	2	166	79	5	5	8	31	8	48	4	688	

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/Number of children who are not receiving any education at all.

Table 2a. NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE NORTHERN COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL NORTHERN LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Del Norte, Siskiyou, Humboldt, Trinity, Shasta, Tehama, Mendocino, Glenn, Butte, Lake, Colusa, Sutter, Yuba)

INSTRUC-TIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	APH	LAS	BLI	PS	OHP	OHI	LD	ER	HD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of children receiving services	01					553					17	3	1			1			575
	Need additional services	02																		
	Need different placement 1/	03					3 0.5%						2 66.7%							5 0.9%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04										3								3
	Needing additional services	05																		
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	11		6	29	12		4	12	14	11	3	4	20		21	2		149
	Needing additional services	08				1 3.4%					1 7.1%									2 1.3%
	Need different placement 1/	09				1 16.7%									1 5%					2 1.3%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10	1			1	12													14
	Need additional services	11																		
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13																		
	Need additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of children 2/		12		6	30	577		4	12	14	31	6	5	20		22	2		741
	Total needing additional services 3/					1 3.3%					1 7.1%									2 0.3%
	Total needing different placement 4/				1 6.7%		3 0.5%						2 33.3%		1 15%					7 0.9%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed 5/	16	3		5	23	292		3	2	8	14	5	4	5		4	1	369
Number of children unserved 6/	17																	

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/ Number of children who are not receiving any education at all.

Table 2b. NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE MOUNTAIN COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL MOUNTAIN LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Modoc, Lassen, Plumas, Sierra, Nevada, Placer, El Dorado, Amador, Alpine, Calaveras, Tuolumne, Mariposa, Mono, Inyo)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DHL	HOH	APH	LAS	MLI	PS	ORT	OHI	LD	ER	MD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of children receiving services	01			2		286			2					1					291
	Need additional services	02					17 5.9%						1							18 6.2%
	Need different placement 1/	03					4 1.4%													4 1.4%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04										1								1
	Needing additional services	05																		
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	1		2	23	9	2		9	6	2	1		4		14			73
	Needing additional services	08															4 28.6%			4 5.5%
	Need different placement 1/	09																		
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10	1		2	3	20		2		7	7	7	5	1	2	10	1		68
	Need additional services	11					10 50%		1 50%		2 28.6%						3 30%			16 23.5%
	Need different placement 1/	12	1 100%				10 50%					7 100%	7 100%	5 100%	1 100%	2 100%	6 60%	1 100%		40 58.8%
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13																		
	Need additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of children 2/		2		6	26	315	2	2	11	13	10	8	5	6	2	24	1		433
	Total needing additional services 3/						27 8.6%		1 50%		2 15.4%		1 12.5%				7 29.2%			38 8.7%
	Total needing different placement 4/		1 50%				14 4.4%					7 70%	7 87.5%	5 100%	1 16.7%	2 100%	6 25%	1 100%		44 10.2%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed 5/	16			2	20	695	1	1	1	11	5	6	4	5	2	7	1	761
Number of children unserved 6/	17					5					2	2	2		1	2		14

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/Number of children who are not receiving any education at all.

Table 2: NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE CENTRAL VALLEY COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL CENTRAL VALLEY LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Yolo, Napa, Solano, Sacramento, San Joaquin, Stanislaus, Merced, Madera, Fresno, Kings, Tulare)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	AIM	LAS	ELI	PS	OHI	OHI	LD	SPL	ED	TMR	SED	EMI	AUT		
Regular class with special services other than LDG	Unduplicated count of children receiving services	01			1	3	2012	1	2	5	3									2027
	Need additional services	02					10 0.5%													10 0.5%
	Need different placement 1/	03				3 100%	9 0.5%													12 0.5%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04										23								23
	Needing additional services	05																		
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	34	2	2	123	4	5		75	16	15	11	5	130	8	103	4		537
	Needing additional services	08								7 9.3%							13 12.6%			20 3.7%
	Need different placement 1/	09																		
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10					1	1												2
	Need additional services	11						1 100%												1 100%
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13					10					1								11
	Need additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of children 2/		34	2	3	126	2027	7	2	80	19	39	11	5	130	8	103	4		2600
	Total needing additional services 3/						10 0.5%	1 14.3%		7 8.8%							13 9.7%			31 1.2%
	Total needing different placement 4/					3 2.4%	9 0.4%													12 0.5%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed 5/	16	5		1	384	1426	1		30	5	34	6	6	37	3	27	2	1967
Number of children unserved 6/	17					1												1

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/ Number of children who are not receiving any education at all.

Table 2d. NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE COASTAL COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL COASTAL LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Sonoma, Marin, Contra Costa, San Francisco, Alameda, San Mateo, Santa Cruz, Santa Clara, Monterey, San Luis Obispo, Santa Barbara, Ventura

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	APH	LAS	BLI	PS	ORT	OHI	LD	ER	HD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of children receiving services	01	3		3	38	2748	6	10	5	209	1	2		3		7	1	3036	
	Need additional services	02				1 2.6%	92 3.4%								1		1		95 3.1%	
	Need different placement[1/]	03				5 13.2%	2 0.1%												7 0.2%	
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04				2	1				2	9			5				19	
	Needing additional services	05				1 50%						2 22.2%							3 15.7%	
	Need different placement[1/]	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	122		6	231	140	12	8	196	12	22	13	16	147	4	177	15	1184	
	Needing additional services	08				11 4.8%	5 3.6%		1 12.5%	2 1%	1 8.3%	5 22.7%	1 7.7%	6 37.5%	3 1%		13 7.3%		48 4.1%	
	Need different placement[1/]	09				1 0.4%	1 0.7%												2 0.2%	
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10		1		6				4	2				10		1		24	
	Need additional services	11																		
	Need different placement[1/]	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13				57	1					1		4	1	4	1	1	70	
	Need additional services	14																		
	Need different placement[1/]	15																		
All Settings	Total number of children[2/]		125	1	72	271	2952	19	18	205	225	33	15	20	166	8	186	17	4333	
	Total needing additional services[3/]					13 4.8%	97 3.3%		1 5.6%	2 1%	1 0.4%	7 21.2%	1 6.7%	6 30%	4 2.4%		14 7.5%		146 3.4%	
	Total needing different placement[4/]					6 2.2%	3 0.1%												9 0.2%	

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed[5/]	16	37	1	12	183	2091	12	5	97	255	27	14	18	60	14	74	6	2906	
Number of children unserved[6/]	17				2	16	1		2		2	1				5		29	

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/Number of children who are not receiving any education at all.

Table 2e NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE SOUTHERN COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SOUTHERN LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80
(Counties: Los Angeles, San Bernardino, Riverside, San Diego, Imperial)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DHL	HOH	APH	LAS	BLI	PS	OOI	OHI	LD	ER	ID	TMR	SED	DH	AUT		
Regular class with special services other than LDC	Unduplicated count of children receiving services	01	1		14	59	4012	13	7	14	283	22		4	2	4	10			4445
	Need additional services	02			3 21.4%		89 2.2%		3 42.9%	4 28.6%	8 2.8%	3 13.6%		1 25%	2 100%	2 50%				115 2.5%
	Need different placement 1/	03				1 1.7%	3 0.1%													4 0.1%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04					5			28	1	15		1	2			3		55
	Needing additional services	05								1 3.6%	1 100%									2 3.6%
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	188	14	59	358	93	37	5	742	64	40	42	37	283	38	273	24		2297
	Needing additional services	08	9 4.8%	1 7.1%		3 0.8%	11 11.8%	1 2.7%		1 0.1%			2 4.8%	1 2.7%	12 4.2%		11 4%	1 4.2%		53 2.3%
	Need different placement 1/	09				2 0.6%											1 0.4%			3 0.1%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10	1	2	1	2	1	1	1	4	13				4		4			34
	Need additional services	11																		
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13				5	6	2		10		2	4	4		10		3		46
	Need additional services	14					2 33.3%													2 4.4%
	Need different placement 1/	15																		
All Settings	Total number of children 2/		190	16	74	424	4117	53	13	798	361	79	46	46	291	52	287	30		6877
	Total needing additional services 3/		9 4.7%	1 6.3%	3 4.1%	3 0.7%	102 2.5%	1 1.9%	3 23.1%	6 0.8%	9 2.5%	3 3.8%	2 4.4%	2 4.4%	14 4.8%	2 3.8%	11 3.9%	1 3.3%		172 2.5%
	Total needing different placement 4/					3 0.7%	3 0.1%										1 0.4%			7 0.1%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed 5/	16	71	27	25	253	2624	17	8	193	89	33	22	21	148	6	111	27	3675
Number of children unserved 6/	17	21	1	7	5	274	9	2	164	79	1	2	6	31	7	41	4	654

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/Number of children who are not receiving any education at all.

Table 2f. NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, BY URBAN (50,000+ POPULATION) CLASSIFICATION IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL URBAN LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped				Total
			DEA	DHL	HOH	AIM	LAS	MLI	PHS	OHT	OHI	LD	MR	HD	TMR	SED	DH	AUT	
Regular class with special services other than RSP	Unduplicated count of children receiving services	01	1		10	42	4422	7	6	13	455	13		3		2	11		4985
	Need additional services	02				1 2.4%	60 1.4%				1 0.2%								62 1.2%
	Need different placement[1]	03				5 11.9%	14 0.3%												19 0.4%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04					4				3	13			6	'		3	29
	Needing additional services	05																	
	Need different placement[1]	06																	
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	244	12	55	375	138	31	5	765	53	63	48	41	307	34	285	25	2481
	Needing additional services	08	9 3.7%	1 8.3%		8 2.1%	5 3.6%	1 3.2%	1 20%	2 0.3%	1 1.9%	5 8%	1 2.1%	7 17.1%	10 3.3%		24 8.5%	1 4%	76 3.1%
	Need different placement[1]	09					1 0.7%												1 0%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10	1	2			1			4	12				9		4		33
	Need additional services	11																	
	Need different placement[1]	12																	
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13				3	6	2		10		2	4	5	1	9		2	44
	Need additional services	14																	
	Need different placement[1]	15																	
All Settings	Total number of children[2]		246	14	65	420	4571	40	11	792	523	91	52	49	323	45	300	30	7572
	Total needing additional services[3]		9 3.7%	1 7.1%		9 2.1%	65 1.4%	1 2.5%	1 9.1%	2 0.3%	3 0.6%	5 5.5%	1 1.9%	7 14.3%	10 3.1%		24 8%	1 3.3%	139 1.8%
	Total needing different placement[4]					5 0.5%	15 0.3%												20 0.3%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed[5]	16	85	24	17	233	2987	11	3	196	309	41	26	34	153	13	105	27	4264
Number of children unserved[6]	17	21	1	7	6	234	10	1	161	78	3	2	6	24	7	42	3	606

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/Number of children who are not receiving any education at all.

Table 2y. NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, BY SEMI-URBAN (15,000-50,000 POPULATION) CLASSIFICATION IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SEMI-URBAN LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DHL	HOH	APH	LAS	HLI	PHS	ORT	OHI	LD	ER	MD	TMR	SED	OH	AUT		
Regular class with special services other than LDG	Unduplicated count of children receiving services	01			5	6	2645	7	7	7	27	10	2	1	2	2				2721
	Need additional services	02			3 60%		96 3.7%		3	4 57.1%	7 25.9%	3 30%		1 100%	2 100%	2 100%				121 4.4%
	Need different placement 1/	03				1 16.7%														1 0.0%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04				2	2			28		18		1	1					52
	Needing additional services	05				1 50%				1 3.6%										2 3.8%
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	73	3	57	230	99	21	8	168	27	6	12	14	103	9	133	9		972
	Needing additional services	08				4 1.7%	11 11.1%			8 4.8%			1 8.3%		3 2.9%	4 3%				31 3.2%
	Need different placement 1/	09				3 1.3%											1 0.8%			4 0.4%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10			1	2	3	1	1	4	3				5					20
	Need additional services	11																		
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13				1	34							1		4	1	1		42
	Need additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of children 2/		73	3	63	241	2783	29	16	207	57	34	14	17	111	15	134	10		3807
	Total needing additional services 3/				3 4.8%	5 2.1%	109 3.9%		3 18.8%	13 6.4%	7 13.3%	3 8.8%	1 7.1%	1 5.9%	5 4.5%	2 13.3%	4 3%	0.8%		156 4.1%
	Total needing different placement 4/					4 1.6%											1 0.8%			5 0.1%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed 5/	16	4	3	13	190	1933	16	7	92	26	29	13	8	54	7	62	6		2473
Number of children unserved 6/	17				1	56													57

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/ Number of children who are not receiving any education at all.

Table 2h. NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, BY RURAL (LESS THAN 15,000 POPULATION) CLASSIFICATION IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL RURAL LEAs COMBINED
As of December 1, 1979 according to the Special Education Pupil Count, 1979-80

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	APH	LAS	HLI	PS	ORT	OHI	LD	ER	BD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of children receiving services	01	3		5	52	2544	6	6	5	13	17	3	1	4		7	1		2667
	Need additional services	02					52 2%						1 33.3%		1 25%		1 14.3%			55 2.1%
	Need different placement 1/	03				3 5.8%	7 0.3%						2 66.6%							12 0.5%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04										19								19
	Needing additional services	05										2 10.5%								2 10.5%
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	40	1	26	157	21	4	4	104	32	19	10	7	175	7	171	11		789
	Needing additional services	08				3 1.9%					1 3.1%		1 10%		2 1.1%		13 7.6%			20 2.5%
	Need different placement 1/	09			1 3.8%										1 0.6%					2 0.2%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10	2	1	2	4	36	1	2		7	7	7	5	1	2	11	1		89
	Need additional services	11					10 27.8%	1 100%	1 100%		2 28.6%						3 27.2%			17 19.1%
	Need different placement 1/	12	1 50%				10 22.8%					7 100%	7 100%	5 100%	1 100%	2 200%	6 54.5%	1 100%		40 44.9%
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13				1	33	1				2		2		1		1		41
	Need additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of children 2/		45	2	33	214	2634	12	12	109	52	64	20	15	180	10	189	14		3605
	Total needing additional services 3/					3 1.4%	62 2.4%	1 8.3%	1 8.3%		3 5.8%	2 3.1%	2 100%		3 1.6%		17 8.9%			94 2.6%
	Total needing different placement 4/		1 2.2%		1 3%	3 1.4%	17 0.7%					7 10.9%	9 45%	5 33.3%	2 1.1%	2 20%	6 3.2%	1 7.1%		54 1.5%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed 5/	16	17	1	15	435	2208	4	7	35	33	43	14	11	48	5	56	4		2936
Number of children unserved 6/	17					6		1	5	1	2	3	2	7	1	6	1		35

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1979).
6/ Number of children who are not receiving any education at all.

Table 3. MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, BY CLASSIFICATION IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	5990	192	67	10	6259
	Needing additional services	02	2 0.03%				2 0.03%
	Need different placement[1]	03					
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	43	7	168	1	219
	Needing additional services	05					
	Need different placement[1]	06					
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	1339	797	436	1105	3677
	Needing additional services	08	3 0.2%	1 0.1%		13 1.2%	17 0.5%
	Need different placement[1]	09	1 0.07%			2 0.2%	3 0.08%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10	3	37	1	8	49
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13	30	21	27	50	128
	Needing additional services	14	6 20%	2 9.5%		2 4%	10 8%
	Need different placement[1]	15					
All Settings	Total number of children[2]		7405	1054	699	1174	10332
	Total needing additional services[3]		11 0.2%	3 0.3%		15 1.3%	29 0.3%
	Total needing different placement[4]		1 0.01%			2 0.2%	3 0.02%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	4567	563	344	497	5971
Number of children unserved[6]	17	1				1

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new students place by December 1, 1979 (cumulative through December 1, 1980).
6/Number of children who are not receiving any education at all.

Table 3a. MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE NORTHERN COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL NORTHERN LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Counties: Del Norte, Siskiyou, Humboldt, Trinity, Shasta, Tehama, Mendocino, Glenn, Butte, Lake, Colusa, Sutter, Yuba)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	286				286
	Needing additional services	02					
	Need different placement[1/]	03					
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	16		28		44
	Needing additional services	05					
	Need different placement[1/]	06					
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	17		20	14	51
	Needing additional services	08					
	Need different placement[1/]	09				1 7.1%	1 2%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10					
	Needing additional services	11					
	Need different placement[1/]	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13					
	Needing additional services	14					
	Need different placement[1/]	15					
All Settings	Total number of children[2/]		319		48	14	381
	Total needing additional services[3/]						
	Total needing different placement[4/]					1 7.1%	1 0.3%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5/]	16	134	124	13	23	294
Number of children unserved[6/]	17					

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new students place by December 1, 1979 (cumulative through December 1, 1980).
6/ Number of children who are not receiving any education at all.

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Table 3b. MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE MOUNTAIN COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL MOUNTAIN LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Counties: Modoc, Lassen, Plumas, Sierra, Nevada, Placer, El Dorado, Amador, Alpine, Calaveras, Tuolumne, Mariposa, Mono, Inyo)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	125	1	2		128
	Needing additional services	02					
	Need different placement[1]	03					
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	16	28			44
	Needing additional services	05					
	Need different placement[1]	06					
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	10	1		17	28
	Needing additional services	08					
	Need different placement[1]	09					
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10					
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13					
	Needing additional services	14					
	Need different placement[1]	15					
All Settings	Total number of children[2]		151	30	2	17	200
	Total needing additional services[3]						
	Total needing different placement[4]						

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	1,	17	73	12	228
Number of children unserved[6]	17					

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new students place by December 1, 1979 (cumulative through December 1, 1980).
6/Number of children who are not receiving any education at all.

Table 3c. MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE CENTRAL VALLEY COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL CENTRAL VALLEY LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Counties: Yolo, Napa, Solano, Sacramento, San Joaquin, Stanislaus, Merced, Madera, Fresno, Kings, Tulare)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	1335	15	6	3	1359
	Needing additional services	02					
	Need different placement[1]	03					
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	17	2	25	1	45
	Needing additional services	05					
	Need different placement[1]	06					
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	283	100	54	195	641
	Needing additional services	08					
	Need different placement[1]	09					
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10	2	4	1	3	10
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13					
	Needing additional services	14					
	Need different placement[1]	15					
All Settings	Total number of children[2]		1640	121	86	208	2055
	Total needing additional services[3]						
	Total needing different placement[4]						

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	1359	77	42	110	1588
Number of children unserved[6]	17					

[1] Placement in another instructional setting.
[2] Lines 01, 04, 07, 10, and 13 combined.
[3] Lines 02, 05, 08, 11, and 14 combined.
[4] Lines 03, 06, 09, 12, and 15 combined.
[5] Number of new students place by December 1, 1979 (cumulative through December 1, 1980).
[6] Number of children who are not receiving any education at all.

Table 3d. MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE COASTAL COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL COASTAL LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

(Counties: Sonoma, Marin, Contra Costa, San Francisco, Alameda, San Mateo, Santa Cruz, Santa Clara, Monterey, San Luis Obispo, Santa Barbara, Ventura)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	1848	35	51	4	1938
	Needing additional services	02					
	Need different placement[1/]	03					
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	7	3	51		61
	Needing additional services	05					
	Need different placement[1/]	06					
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	305	146	226	327	1004
	Needing additional services	08				7 2.1%	7 0.7%
	Need different placement[1/]	09	1 0.3%			1 0.3%	2 0.2%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10	1	9		2	12
	Needing additional services	11					
	Need different placement[1/]	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13	4		6	11	21
	Needing additional services	14					
	Need different placement[1/]	15					
All Settings	Total number of children[2/]		2165	193	334	344	3036
	Total needing additional services[3/]					7 2%	7 .2%
	Total needing different placement[4/]		1 0.1%			1 0.3%	2 0.1%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5/]	16	1437	03	115	152	1787
Number of children unserved[6/]	17					

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new students place by December 1, 1979 (cumulative through December 1, 1980).
6/Number of children who are not receiving any education at all.

Table 3e. MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE SOUTHERN COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SOUTHERN LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Counties: Los Angeles, San Bernardino, Riverside, San Diego, Imperial)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	2365	141	8	3	2548
	Needing additional services	02	2 0.08%				2 0.03%
	Need different placement[1]	03					
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	3	2	64		69
	Needing additional services	05					
	Need different placement[1]	06					
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	721	550	136	546	1953
	Needing additional services	08	3 0.4%	1 0.2%		6 1.1%	10 0.5%
	Need different placement[1]	09					
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10		11		3	14
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13	26	21	21	39	107
	Needing additional services	14	6 23%	2 9.5%		2 5%	10 9.3%
	Need different placement[1]	15					
All Settings	Total number of children[2]		3115	725	229	591	4660
	Total needing additional services[3]		11 0.35%	3 0.4%		8 1.4%	22 0.7%
	Total needing different placement[4]						

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	1511	262	101	200	2074
Number of children unserved[6]	17	1				1

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new students placed by December 1, 1979 (cumulative through December 1, 1980).
6/Number of children who are not receiving any education at all.

Table 3f. MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, BY URBAN (50,000+ POPULATION) CLASSIFICATION IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL URBAN LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	1287	103	1	3	1394
	Needing additional services	02					
	Need different placement[1]	03					
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	13	1	32	1	47
	Needing additional services	05					
	Need different placement[1]	06					
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	485	435	104	250	1274
	Needing additional services	08					
	Need different placement[1]	09					
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10		19		2	21
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13	14	6	12	12	44
	Needing additional services	14					
	Need different placement[1]	15					
All Settings	Total number of children[2]		1799	564	149	268	2780
	Total needing additional services[3]						
	Total needing different placement[4]						

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	688	116	74	74	952
Number of children unserved[6]	17					

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new students place by December 1, 1979 (cumulative through December 1, 1980).
6/ Number of children who are not receiving any education at all.

Table 3g. MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, BY SEMI-URBAN (15,000-50,000 POPULATION) CLASSIFICATION IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SEMI-URBAN LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	3151	70	48	4	3273
	Needing additional services	02	2 0.06%				2 0.06%
	Need different placement[1]	03					
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	7	3	83		93
	Needing additional services	05					
	Need different placement[1]	06					
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	628	289	276	636	1829
	Needing additional services	08	3 0.5%	1 0.3%		7 1.1%	11 0.6%
	Need different placement[1]	09	1 0.2%			1 0.2%	2 0.1%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10	1	14		6	21
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13	16	15	15	35	81
	Needing additional services	14	6 37.5%	2 13.3%		2 5.7%	10 12%
	Need different placement[1]	15					
All Settings	Total number of children[2]		3803	391	422	681	5297
	Total needing additional services[3]		11 0.3%	3 0.8%		9 1.3%	23 0.4%
	Total needing different placement[4]		1 0.03%			1 0.15%	2 0.03%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	2498	229	132	297	3156
Number of children unserved[6]	17	1				1

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new students place by December 1, 1979 (cumulative through December 1, 1980).
6/Number of children who are not receiving any education at all.

Table 3h. MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, BY RURAL (LESS THAN 15,000 POPULATION) CLASSIFICATION IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL RURAL LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION, 3-5-11 YEARS OF AGE				
			Communicatively handicapped	Physically handicapped	Learning handicapped	Severely handicapped	Total
Regular class with DIS	Unduplicated count of children receiving services	01	1552	19	18	3	1592
	Needing additional services	02					
	Need different placement[1]	03					
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	23	3	53		79
	Needing additional services	05					
	Need different placement[1]	06					
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	226	73	56	219	574
	Needing additional services	08				6 2.8%	6 1%
	Need different placement[1]	09				1 0.5%	1 0.2%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10	2	4	1		7
	Needing additional services	11					
	Need different placement[1]	12					
Nonpublic school under Master Plan	Unduplicated count of children receiving services	13				3	3
	Needing additional services	14					
	Need different placement[1]	15					
All Settings	Total number of children[2]		1803	99	128	225	2255
	Total needing additional services[3]					6 2.7%	6 0.3%
	Total needing different placement[4]					1 0.5%	1 0.1%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new pupils placed[5]	16	1381	218	138	126	1863
Number of children unserved[6]	17					

[1] Placement in another instructional setting.
[2] Lines 01, 04, 07, 10, and 13 combined.
[3] Lines 02, 05, 08, 11, and 14 combined.
[4] Lines 03, 06, 09, 12, and 15 combined.
[5] Number of new students place by December 1, 1979 (cumulative through December 1, 1980).
[6] Number of children who are not receiving any education at all.

Table 4. NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DHL	HOH	APH	LAS	BLI	PS	OHI	OHI	LD	ER	MD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of children receiving services	01	1		14	105	5524	14	18	28	215	44	10	2	10	52	9	1	6047	
	Need additional services	02					44 0.8%												44 0.7%	
	Need different placement 1/	03				1 1%	13 0.2%				1 0.5%		1 10%		1 10%				17 0.3%	
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	1				13	1				85	9	2					111	
	Needing additional services	05											1 11.1%						1 0.9%	
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	168	7	80	557	1006	32	8	513	46	81	64	35	408	33	367	62	3467	
	Needing additional services	08	5 3%	1 14.3%		16 2.9%				2 0.4%		5 6.2%	4 6.3%	2 5.7%	18 4.4%	2 6.1%	6 1.6%	4 6.5%	65 1.9%	
	Need different placement 1/	09				1 0.2%	1 .1%								1 0.3%		8 2.2%		11 0.3%	
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10	2			3	20			8	5	9	4	1	1		22		75	
	Need additional services	11								1 12.5%									1 1.3%	
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13	1		1	13	7	1	1		1	1		2		3		1	32	
	Need additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of children 2/		173	7	95	678	6570	48	27	549	267	220	87	42	419	88	398	64	9732	
	Total needing additional services 3/		5 2.9%	1 14.3%		16 2.4%	44 0.7%			3 0.5%		5 2.3%	5 2.3%	2 4.8%	18 4.3%	2 2.3%	6 1.5%	4 6.3%	111 1.1%	
	Total needing different placement 4/					2 0.3%	14 0.2%				1 0.4%		1 1.6%		2 0.5%		8 2%		28 0.3%	

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed 5/	16	78	10	49	568	4172	41	20	226	223	225	51	26	181	42	146	64	6122	
Number of children unserved 6/	17				6	180			1	20	1	1		1		2		212	

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
6/ Number of children who are not receiving any education at all.

Table 4a. NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE NORTHERN COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL NORTHERN LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Counties: Del Norte, Siskiyou, Humboldt, Trinity, Shasta, Tehama, Mendocino, Glenn, Butte, Lake, Colusa, Sutter, Yuba)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	APH	LAS	BLI	PS	ORT	OHI	LD	ER	ED	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of children receiving services	01					483	1	1			4	1							490
	Need additional services	02					2 0.4%													2 0.4%
	Need different placement 1/	03					1 0.2%						1 100%							2 0.4%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04					2						12							14
	Needing additional services	05																		
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	4		5	47	14	3	2	11	10	20	2		14		26	1		159
	Needing additional services	08				1 2.1%				1 9.1%		1 5%								3 1.9%
	Need different placement 1/	09													1 7.1%					1 0.6%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10				1	3			3	1	1		1			1			11
	Need additional services	11					1 33.3%													1 9.1%
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13																		
	Need additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of children 2/		4		5	48	502	4	3	14	11	37	3	1	14		27	1		674
	Total needing additional services 3/					1 2.1%	2 0.4%			2 14.3%		1 2.7%								6 0.9%
	Total needing different placement 4/						1 0.2%						1 33.3%		1 7.1%					3 0.5%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed 5/	16				4	22	372	2	1	20	4	35	2	2	3		2			469
Number of children unserved 6/	17																			

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
6/ Number of children who are not receiving any education at all.

Table 4b. NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE MOUNTAIN COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL MOUNTAIN LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Counties: Modoc, Lassen, Plumas, Sierra, Nevada, Placer, El Dorado, Amador, Alpine, Calaveras, Tuolumne, Mariposa, Mono, Inyo)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	APH	LAS	ELI	PS	ORT	OHI	LD	ER	MD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of children receiving services	01			2		175		1		1				1					180
	Need additional services	02					1 0.6%													1 0.5%
	Need different placement[1]	03													1					1
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04										1								1
	Needing additional services	05																		
	Need different placement[1]	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07			1	31				10		3			8	1	9			63
	Needing additional services	08				2 6.5%									2 25%					4 6.4%
	Need different placement[1]	09																		
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10	1				5			3	2	7	1							19
	Need additional services	11																		
	Need different placement[1]	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13																		
	Need additional services	14																		
	Need different placement[1]	15																		
All Settings	Total number of children[2]		1		3	31	180		1	13	3	11	1		9	1	9			263
	Total needing additional services[3]					2 6.5%	1 0.5%								2 22.2%					5 1.9%
	Total needing different placement[4]														1 11.1%					1 0.4%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed[5]	16				2	26	167		1	7	1	4	1		7		2			218
Number of children unserved[6]	17					1	16								1					18

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
6/ Number of children who are not receiving any education at all.

Table 4c. NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE CENTRAL VALLEY COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL CENTRAL VALLEY LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Counties: Yolo, Napa, Solano, Sacramento, San Joaquin, Stanislaus, Merced, Madera, Fresno, Kings, Tulare)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DBL	HOH	APH	LAS	BLI	PS	ORT	CHI	LD	ER	BD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of children receiving services	01			4	5	1284	2	7	8	39	5								1354
	Need additional services	02																		
	Need different placement 1/	03				1 20%	9 0.7%													10 0.7%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04					1	1				34	5	2						43
	Needing additional services	05											1 20%							1 2.3%
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	12		5	122	7	2		75	5	26	9	13	77	15	120	7		495
	Needing additional services	08														1 6.7%		3 42.9%		4 0.8%
	Need different placement 1/	09				1 0.8%											8 6.7%			9 1.8%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10								2		1	2				3			8
	Need additional services	11																		
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13					6													6
	Need additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of children 2/		12		9	127	1298	5	7	85	44	66	16	15	77	15	123	7		1906
	Total needing additional services 3/												1 6.3%			1 6.7%		3 42.9%		5 0.1%
	Total needing different placement 4/					2 1.6%	9										8 6.5%			19 1%
Number of new children placed 5/		16	6		3	68	862	1	2	21	3	61	6	8	21	3	23	28		1116
Number of children unserved 6/		17					137													137

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
6/ Number of children who are not receiving any education at all.

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Table 4d. NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE COASTAL COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL COASTAL LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Counties: Sonoma, Marin, Contra Costa, San Francisco, Alameda, San Mateo, Santa Cruz, Santa Clara, Monterey, San Luis Obispo, Santa Barbara, Ventura

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DHL	HOH	APH	LLS	ELI	PS	ORT	OHI	LD	ER	BD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of children receiving services	01	1			1	1465	9	2	8	71				1					1558
	Need additional services	02					31 2.1%													31 1.9%
	Need different placement 1/	03					1 0.1%													1 0.1%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04										14								14
	Needing additional services	05																		
	Need differen. placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	58	3	30	213	972	11	1	127	11	13	14	5	78	13	104	12		1665
	Needing additional services	08				10 4.7%				1 0.8%		4 30.8%	2 14.3%	1 20%	12 15.4%	1 7.7%	5 0.2%	1 8.3%		37 2.2%
	Need different placement 1/	09					1 0.1%													1 0.1%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10	1				7				1						4			13
	Need additional services	11																		
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13	1			5	1		1		1	1				2				12
	Need additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of children 2/		61	3	30	219	2445	20	4	135	84	28	14	5	79	15	108	12		3262
	Total needing additional services 3/					10 4.6%	31 1.3%			1 0.8%		4 14.3%	2 14.3%	1 20%	12 15.2%	1 6.7%	5 4.7%	1 8.3%		68 2.1%
	Total needing different placement 4/						2 0.1%													2 0.1%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed 5/	16	37	3	17	137	1046	16	3	48	143	6	6	2	34	2	60	4	1564
Number of children unserved 6/	17					15					1	1				2		19

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
6/Number of children who are not receiving any education at all.

Table 4e. NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, IN THE SOUTHERN COUNTIES OF CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SOUTHERN LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81
(Counties: Los Angeles, San Bernardino, Riverside, San Diego, Imperial)

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	APH	LAS	BLI	PS	ORT	OHI	LD	ER	ED	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of children receiving services	01			8	99	2117	2	7	12	104	35	9	2	8	52	9	1		2465
	Need additional services	02					10 0.5%													10 0.4%
	Need different placement 1/	03					2 0.1%				1 0.1%									3 0.1%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	1				10					24	4							39
	Needing additional services	05																		
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	94	4	39	144	13	16	5	290	20	19	39	17	231	4	108	42		1085
	Needing additional services	08	5 5.3%	1 25%		3 2.1%							2 5.1%	1 5.9%	4 1.8%		1 0.9%			17 1.6%
	Need different placement 1/	09																		
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10				2	5				1		1		1		14			24
	Need additional services	11																		
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13			1	8		1						2		1		1		14
	Need additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of children 2/		95	4	48	253	2145	19	12	302	125	78	53	21	240	57	131	44		3627
	Total needing additional services 3/		5 5.3%	1 25%		3 1.2%	10 0.5%						2 3.7%	1 4.8%	4 1.7%		1 0.8%			27 0.8%
	Total needing different placement 4/						2 0.1%				1 0.8%									3 0.1%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed 5/	16	35	7	23	315	1725	22	13	130	72	119	36	14	116	37	59	32		2755
Number of children unserved 6/	17				5	12			1	20									38

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
6/Number of children who are not receiving any education at all.

Table 4f. NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, BY URBAN (50,000+ POPULATION) CLASSIFICATION IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL URBAN LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	APH	LAS	ELI	PS	ORT	OHI	LD	ER	ED	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of children receiving services	01	1		11	96	2644	10	9	27	141	39	9	1	7	52	9	1	3057	
	Need additional services	02					27 1%												27 .9%	
	Need different placement 1/	03					11 .4%				1 .7%								12 .4%	
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04	1				10					35	3	2					51	
	Needing additional services	05																		
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	121	3	31	233	938	13	3	302	29	29	38	16	256	18	147	46	2223	
	Needing additional services	08	5 4.1%	1 33.3%		12 5.2%				1 0.3%		4 13.8%	4 10.5%	2 12.5%	16 6.3%	2 11.1%	6 4.1%	4 8.7%	57 2.6%	
	Need different placement 1/	09					1 .1%												1 0.04%	
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10									1		1				13		15	
	Need additional services	11																		
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13	1			11	2		1	1	1					3		1	21	
	Need additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of children 2/		124	3	42	340	3594	23	13	329	172	104	51	19	263	73	169	48	5367	
	Total needing additional services 3/		5 4%	1 33.3%		12 3.5%	27 .8%			1 .3%		4 3.9%	4 7.8%	2 10.5%	16 6.1%	2 2.8%	6 3.6%	4 8.3%	84 1.6%	
	Total needing different placement 4/						12 .3%				1 .6%								13 .2%	

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed 5/	16	63	6	20	344	2009	23	16	148	205	118	33	11	118	41	81	35	3271	
Number of children unserved 6/	17				4	18										2		24	

1/Placement in another instructional setting.
2/Lines 01, 04, 07, 10, and 13 combined.
3/Lines 02, 05, 08, 11, and 14 combined.
4/Lines 03, 06, 09, 12, and 15 combined.
5/Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
6/Number of children who are not receiving any education at all.

Table 4g. NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, BY SEMI-URBAN (15,000-50,000 POPULATION) CLASSIFICATION IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL SEMI-URBAN LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DEL	HOH	APH	LAS	BLI	PS	ORT	OHI	LD	ER	ED	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of children receiving services	01					1392 0.9%			1	33	1			2					1429
	Need additional services	02					13													13
	Need different placement 1/	03					1 0.7%													1 0.1%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04					1					14	2							17
	Needing additional services	05											1 50%							1 5.9%
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	27	1	16	118	39	13	3	135	3	6	15	5	39	5	46	9		480
	Needing additional services	08				1 0.9%														1 0.2%
	Need different placement 1/	09																		
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10	1			2	8				1	1			1		1			15
	Need additional services	11																		
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13			1	2	5	1						2						11
	Need additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of children 2/		28	1	17	122	1445	14	3	136	37	22	17	7	42	5	47	9		1952
	Total needing additional services 3/					1 .8%	13 .9%						1 5.9%							15 0.8%
	Total needing different placement 4/						1 .1%													1 .1%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed 5/	16	10	1	10	87	1055	11	2	40	9	16	12	5	27		19	3			1307
Number of children unserved 6/	17				1	146			1	20										168

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
6/ Number of children who are not receiving any education at all.

Table 4h. NON-MASTER PLAN PRESCHOOL CHILDREN: TOTAL NUMBER, 3 to 5-11 YEARS OF AGE, BY RURAL (LESS THAN 15,000 POPULATION) CLASSIFICATION IN CALIFORNIA BY HANDICAPPING CONDITIONS, INSTRUCTIONAL SETTINGS, AND SERVICES, ALL RURAL LEAs COMBINED
As of December 1, 1980 according to the Special Education Pupil Count, 1980-81

INSTRUCTIONAL SETTINGS	PRESCHOOL CHILDREN SERVICE STATUS	Line no	NUMBER OF CHILDREN BY HANDICAPPING CONDITION																	Total
			Communicatively handicapped					Physically handicapped				Learning handicapped			Severely handicapped					
			DEA	DHL	HOH	API	LAS	BLI	PS	ORT	OHI	LD	ER	MD	TMR	SED	DH	AUT		
Regular class with special services other than LDG	Unduplicated count of children receiving services	01			3	9	1488	4	9		41	4	1	1	1					1561
	Need additional services	02					4 .3%													4 0.3%
	Need different placement 1/	03					1 .1%	1 25%					1 100%		1 100%					4 0.3%
Resource Specialist Program (RSP)	Unduplicated count of children receiving services	04					2	1				36	4							43
	Needing additional services	05																		
	Need different placement 1/	06																		
Special class, including integrated classes (SC)	Unduplicated count of children receiving services	07	20	3	33	206	29	6	2	76	14	46	11	14	113	10	174	7		764
	Needing additional services	08				3 1.5%				1 1.3%		1 2.2%			2 1.8%					7 0.9%
	Need different placement 1/	09				1 0.5%									1 0.9%		8 4.6%			10 1.3%
Home or hospital instruction (HHI)	Unduplicated count of children receiving services	10	1			1	12			8	3	8	3	1			8			45
	Need additional services	11								1 12.5%										1 2.2%
	Need different placement 1/	12																		
Nonpublic school under EC 56365 (NPS)	Unduplicated count of children receiving services	13																		
	Need additional services	14																		
	Need different placement 1/	15																		
All Settings	Total number of children 2/		21	3	36	216	1531	11	11	84	58	94	19	16	114	10	182	7		2413
	Total needing additional services 3/					3 1.4%	4 0.3%			2 2.4%		1 1.1%			2 1.8%					12 0.5%
	Total needing different placement 4/					1 0.5%	1 0.1%	1 9.1%					1 5.3%		2 1.8%		8 4.4%			14 0.6%

NOTE: Percentages of children needing additional services or different placements are calculated on the unduplicated counts (each equals 100%) in a given instructional setting.

Number of new children placed 5/	16	5	3	19	137	1108	7	2	38	9	91	6	10	36	1	46	26	1544
Number of children unserved 6/	17				1	16					1	1		1				20

1/ Placement in another instructional setting.
2/ Lines 01, 04, 07, 10, and 13 combined.
3/ Lines 02, 05, 08, 11, and 14 combined.
4/ Lines 03, 06, 09, 12, and 15 combined.
5/ Number of new children placed by December 1, 1979 (cumulative through December 1, 1980).
6/ Number of children who are not receiving any education at all.

Districts or County Offices Operating
Special Education Infant Programs
as of June 1, 1981

ABC Unified
Alameda County
Alhambra City Elementary
*Bakersfield City Elementary
*Berkeley Unified
*Butte County
Calaveras County
Ceres Unified
Capistrano Unified
Centralia Elementary
*Contra Costa County
East Whittier City Elementary
El Dorado County
*Fresno Unified
*Glenn County
Greater Anaheim Elementary Consortium
*Hayward Unified
Humboldt County
*Kern County
Los Angeles Unified
Los Angeles County
Madera County
*Marin County
Mendocino County
*Merced County
Monterey County
Monterey Peninsula
Mount Diablo Unified
Napa County
Nevada County
Old Adobe Union Elementary
Pasadena Unified
Placer County
*Pamona Unified
*Redlands Unified
Richmond Unified
*Riverside County
Riverside Unified
*Sacramento County
*San Bernardino City
*San Bernardino County
(San Bernardino County Consortium)
East Valley SESR
(San Bernardino County Consortium)
West End SESR
(San Bernardino County Consortium)
*San Diego County
Cajon Valley
*San Diego City Unified
San Francisco Unified
*San Juan Unified
*San Luis Obispo
San Mateo County
Santa Ana Unified
*Santa Barbara County
Santa Clara County SESR I, III, IV, V, VI
Santa Clara County SESR II
Santa Cruz County
Shasta County
Solano County
Stanislaus County
Stockton City Unified
Sutter County
Tehama County
*Tulare County
*Vallejo City Unified
Ventura Unified
*Vista Unified
West Orange County Consortium
Yolo County

*Indicates LEAs which responded to Special Studies survey conducted by Planning Associates.

Districts of County Offices Operating
Special Education Preschool Programs
as of June 1, 1981

ABC Unified
Alameda City Unified[1/]
Alameda County
Azusa Unified[1/]
Bakersfield City
Baldwin Park Unified[1/]
Berkeley Unified[1/]
Bellflower Unified[1/]
Burbank Unified[1/]
Butte County[1/]
Cajon Valley Union[1/]
Calaveras[4/]
Capistrano[3/]
Cardiff Elementary[1/]
Carlsbad City Unified
Castro Valley Unified
Cayucas Elementary
Claremont Unified[1/]
Compton Unified
Contra Costa County[1/]
Death Valley Unified[1/]
Del Mar Union Elementary[1/]
Downey
East Valley
East Whittier City
El Dorado County
Elk Grove Unified[1/]
Escondido Union Elementary
Fairfield-Suisun Union[1/]
Folsom-Cordova Unified[1/]
Fremont Unified
Fresno County
Garden Grove Unified[1/]
Glendale Unified
Glenn County[1/]
Greater Anaheim
Hacienda La Puente[1/]
Hawthorne Elementary
Hayward Unified[1/]
Hermosa Beach City[1/]
Humboldt County-Del Norte[1/]
Imperial County[1/]
Inyo
Irvine Unified[1/]
Kern County[1/]
Kings Canyon Joint Union[1/]
Kings County
Konocti Unified[1/]
La Canada Unified[1/]
Laguna Beach[3/]
Lake County
Lakeside Union
La Mesa, Spring Valley Elementary
Lassen County[1/]
Los Angeles County
Lodi Unified
Livermore Valley Joint[1/]
Madera County[1/]
Manhatten Beach City[1/]
Marin County[1/]
Marysville Joint Union[1/]
Mendocino Unified
Merced County[1/]
Modoc County
Mono County
Monterey County[1/]
Mt. Diablo Unified
Murray Elementary
Napa County
N.E. Orange
Newark Unified
Newport-Mesa Union
North Monterey County[1/]
North Orange
North Sacramento Elementary
Norwalk-La Mirada Union[1/]
Oakland Unified
Orange County[1/]
Orange Unified
Pacific Grove Unified[1/]
Pamona Unified[1/]
Pasadena Unified
Placer County
Plumas Unified[1/]
Poway Unified
Ramona City Unified
Richmond Unified
Rio Linda Union Elementary
Riverside County
Riverside Unified
Rowland Unified[1/]
Sacramento City Unified
Sacramento County
Saddleback Unified[3/]
Saddleback Valley Union[1/]
San Bernardino City Union[1/]

San Bernardino County[1/]
San Diego City Unified[1/]
San Diego County[1/]
San Diego County-South Bay Area Consortium
San Diego-South Bay
San Francisco Unified
Sanger Unified
San Joaquin County
San Juan Unified[1/]
San Leandro Unified
San Lorenzo Unified
San Luis Obispo[1/]
San Marcos Unified[1/]
San Mateo County
Santa Ana Unified
Santa Barbara County[1/]
Santa Clara I, III, IV, V, VI
Santa Clara II
Santa Cruz City Elementary[2/]
Santa Cruz-San Benito
Santa Monica Unified
Santee Elementary[1/]
Shasta County
Sierra County
Siskiyou County
Solano County
Sonoma County
South Bay Union Elementary[1/]
Stanislaus County
Stockton City Unified
Sutter County[1/]
Tehama County
Temple City Unified
Tulare County[1/]
Tuolumne County[1/, 4/]
Vallejo City Unified[1/]
Ventura[1/]
Vista Unified[1/]
West Covina Unified[1/]
West End SESR
West Orange
Yolo County
Yuba County

[1/] Returned completed questionnaires.

[2/] Special Education preschoolers served in regular preschool program with language services--other preschoolers with severe needs serviced by the County.

[3/] These will form South Orange County Consortium for 1981-82.

[4/] As of 1981-82, Calaveras, Amador, and Tuolumne Counties will form a tri-county consortium.

The following districts returned completed questionnaires, but did not count children on the 1980-81 Pupil Count and are therefore considered to be part of a consortium.

Anaheim Elementary
Berryessa Union Elementary
Brea-Olinda Unified
Conejo Valley Unified
Cypress Elementary
Fillmore
Fontana Unified
Hueneme Elementary
Jefferson Elementary
Lake Tahoe
Milpitas Unified
Morgan Hill Unified
National Elementary
Oak Grove Elementary
Redlands Unified
Saratoga Union Elementary
Sierra Sands Unified